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BOOKS.

The Oxford Book of French Verse (XIIIth—XIXth century) chosen by St. John Lucas (Oxford Press, 6/-). Mr. St. John Lucas has given us a book of unique value. We say a *book* and not a selection because his introduction is a masterly key to French poetry and enables the reader to bring ordered ideas to the interpretation of the poems which follow. We are glad to hear of "that deplorable cataract of *ballades* and *rondeaux*. The chief penalty that these hard and fast *genres* impose on those who cultivate them is, as we may see from the innumerable clever imitations of our own time, that almost anyone can write them fairly well, and that almost everyone writes them in exactly the same manner." That Mr. Lucas approaches his subject in the spirit of a sympathetic interpreter is evident from the exquisiteness of the poems he has chosen—and that is the right word. All through the centuries from the thirteenth to the nineteenth there is curious evidence of what may be called a national personality, of that dainty sense of correspondence between word and idea which gives unusual artistic value to French poetry. The author announces his own fitness for the task in an opening quotation from Du Bellay—"France, *mère des Arts, des Armes et des Loix*."

The Romance of the Netherlands, by Mary Macgregor, edited by John Lang (Jack, 7/6). "*The Romance of the Netherlands*," says Miss Macgregor, "is, in truth, the life of William the Silent writ large, and, in these pages, if the face of William of Nassau, Prince of Orange, does not look at you with living eyes, and if his voice does not vibrate in your heart in living tones, the glamour of the tale has been lost in the telling. You may shut the book in discontent." We congratulate Miss Macgregor both on her aim and on the way in which she has executed it. It is well to perceive that history, *quâ* history, is full of romantic delight and tragic interest to children; and the author treats her readers and her subject seriously knowing that they like every detail and are quite able to appreciate questions of high policy. Boys and girls used to read *Morley*, and probably Miss Macgregor's serious treatment of these most heroic episodes of Dutch history may again help young people towards that thoughtful reading of history which was common in most homes in the late Victorian days. The illustrations are very good and lend themselves to imaginative pictures.

Rambles and Studies in Greece, by J. P. Mahaffy, C.V.O. (Macmillan, 5/-). "How is it you are so fond of going to Greece?" the ordinary friend asks of Professor Mahaffy, and he tells as how it is in this volume of *Rambles and Studies* in which "the glory that was Greece" is discovered to us yard by yard, so to say, as the traveller treads his way. With delicate art and enthusiasm kept carefully under, this traveller carries us from site to site and from scene to scene, adding as he goes bead to bead in a necklace of jewels. "I stood there," he says, "I know not how long, without guide or map, telling myself the name of each mountain and promontory, and so filling out the idle descriptions and outlines of many books with the fresh reality itself." How good it is to recognise the great things one has not before seen! We cannot follow the Professor on his Rambles but must content ourselves with a note here and there. It is consoling to find that we are less blamed for possessing the Elgin marbles than for the rude and ignorant way in which they were torn from their places without any instructed oversight. The author tries to reconcile us to the original rich colouring and gilding of the figures in which we find purity of hue and line the admirable things:

but we are not sure that he is himself convinced. Here is an illuminating passage—"The pediment sculptures, which were, of course, the most important, and which were probably the finest groups ever designed, are so much destroyed or mutilated, that the effect of the composition is entirely lost, and we can only admire the matchless power and grace of the torsos which remain. The grouping of the figures was limited and indicated by the triangular shape of the surface to be decorated—standing figures occupying the centre, while recumbent or stooping figures occupied the ends. But, as in poetry, where the shackles of rhyme and metre, which encumber the thoughts of ordinary writers, are the very source which produces in the true poet the highest and most precious beauties of expression; so in sculpture and painting, fixed conditions seem not to injure, but to enhance and perfect, the beauty and symmetry attainable in highest art." *Rambles and Studies in Greece* should be a valuable addition to most libraries and a very vivifying New Year's gift for an intelligent schoolboy.

Gleanings from Venetian History, by F. Marion Crawford (Macmillan, 8/6 net.). Here is another book for the library for the reading of young and old, and especially, a New Year's gift for a young person who is aware of the glamour of history and of that kindred and stronger glamour of history expressed in stone—the glamour of places. But Venice is a mystery, and as you read Mr. Crawford's fascinating history wherein he nothing extenuates nor aught sets down in malice, you feel as if a wedded pair were promenading before you—the one a dainty and delicate *marquise*, set off in the seemly glories of rich lace and precious gems, and the other, how to describe the other?—of commoner stuff, sturdy, hard, capable, ruthless, in no way a fine person, but able to maintain the dainty lady at his side high among the states of Europe as well as superb in herself. Venice and the Venetians are the wedded pair. The Venetians were great in the thirteenth and fourteenth centuries and decayed in a decadent age; but always Venice held her head high, and always her loveliness increased. The Venetians were not a gallant race and the chivalry which should have been bestowed upon wives and daughters seems to have been kept altogether for that lady of their love—Venice herself. For Venice men died, for Venice they lived. For Venice, a race of merchants played heroic parts, and, lest any patrician should become greater than Venice, when he had done his great deed for the city he was not loaded with honours as elsewhere, but kept in one of the dungeons the city provided for her heroes until he should be wanted for the performance of another great deed. On this principle Venice thrived and nobody resented the hard measure dealt to him and his because the city was first in the thought of every Venetian. Mr. Marion Crawford is a passed master in the history of the Italian Republics, and gives chapter and verse for his statements, distinguishing between the more and less reliable Italian authorities. It would be impertinent to praise Mr. Joseph Pennell's very numerous illustrations or Mr. Crawford's lucid and, at the same time, picturesque style.

The Story of My Struggles, by Arminius Vambéry (Unwin, 7/6 net.). Third impression. We love those who love us, and Professor Vambéry is an old friend to whom England has long been a sort of second home. As a psychological study, the story of the Professor's early struggles belongs to the region of intellectual romance in which "mind-hunger" is the consuming passion. His steady application to the mastery of one new language after another with the hunger of days upon him, and the odour of dinners which he did not share about him, is a very fine example of the mastery of mind over

matter. The interesting point is that the young Hungarian Jew's burning zeal was purely for knowledge. People in this world get what they want; and Mr. Vambéry has acquired a fabulous number of oriental and European languages, with all their connected ethnology, philology, history and geography. He is at home at the courts and among the peoples of Eastern Europe and Western and Central Asia (witness his article in *The Times* the other day, about the Anglo-Russian convention with regard to Persia). He is held an authority by princes and their ministers far and wide, but he was slightly regarded in his native Budapest—where he obtained his Professorship of Oriental Languages only through the intervention of the Emperor of Austria—and he is content still to live a laborious life in modest circumstances. The simplicity with which he records his impressions and experiences, whether of scorn put upon him or honour paid him, makes the tale of his life deeply interesting; but perhaps no passage is more charming than that which tells of the passionate joy with which he first saw the Bosphorus. We are glad to read in the last paragraph, "My eye is still undimmed and my memory still clear and even as in past years, so now two worlds with all their different countries, peoples, cities, morals and customs, rise up before my eyes."

A Child's Garden of Verses, by R. L. Stevenson (Longmans, 2/-). The most pleasing portrait of Alison Cunningham and the verses from "her boy" make a fitting opening to this volume of delights which every child should know and love.

THE "P.R." LETTER BAG.

[The Editor is not responsible for the opinions of Correspondents.]

DEAR EDITOR,—In reading the interesting notes on nursery training in the November number of the *Parents' Review* I felt that they were oddly familiar. Some of what appears in your *Review* also appeared in some valuable papers in the *Monthly Packet*, more than twenty years ago. I have often wondered who wrote them. Perhaps the mother who copied out the notes copied the parts to which I refer from the *Monthly Packet*. These old *Monthly Packets* are storehouses of excellent papers now forgotten.

12, Harley House,

Regent's Park, N.W.

Faithfully yours,

F. ROMANES.

[If this be the case the Editor should have been told, that the source might have been acknowledged, but it is probable that our contributor had access to the original material.—ED.]

[We publish these letters in case other readers of the *Review* should have also been in doubt about the matter.—ED.]

DEAR MISS MASON.—I found my daughter M—— busy learning the fact that the library at Alexandria was burnt about 50 B.C., in preparation for next week's examinations. This fact is stated in the October number of the *Parents' Review*, in an article on the British Museum. As the author is just under 700 years out in her information, I think she should be a little more careful in her statements.

December 4th, 1907.

Yours sincerely,

M. E. H.

[COPY].

MADAM.—Miss Mason has just forwarded me your letter, which puzzles me not a little. I can only conclude you are confusing the two burnings?

The one to which I refer in the article mentioned, is the one which happened during the siege of the city by Julius Caesar, B.C. 48, when some 750,000 M.S.S. were lost; see *The Nile : Notes for Travellers in Egypt*, by Dr. Budge (keeper of the Egyptian Antiquities in the British Museum) also any Roman history, etc. He also says that Anthony afterwards gave Cleopatra a large collection of M.S.S. which formed the nucleus of a second library, afterwards the Pergamenian. The library of the Serapeum of about 300,000 M.S.S., which Amr ibn 'Asi burnt at the command of 'Omar, A.D. 641, is no doubt the one you have in mind. See Gibbon *Decline and Fall*, chapter li., and add. notes in Gibbon Ed. Smith, Vol. III., p. 419 and Vol. VI., p. 338. This picturesque burning, when 4,000 baths were heated by "books" for six months, does not come into the period of Egyptian history I am endeavouring to illustrate from the collections in the British Museum, and so was purposely and regretfully omitted on account of want of space, as well as allusion to the "thousand and one nights," and much else connected with Arab and later times.

I am, Madam,

Yours faithfully,

FRANCES EPPS.

55, Queen Anne Street, W.
December 10th, 1907.

P.N.E.U. NOTES.

*Edited by Mrs. Harold Lock, Sec., 26, Victoria Street, S.W.
Tel. 479 Victoria.*

To whom all Hon. Local Secs. are requested to send reports of all matters of interest connected with their branches, also 6 copies of any prospectuses or others papers they may print.

N.B.—Kindly write on one side of paper only.

LONDON NATURAL HISTORY CLUB.

(Managed by the Belgravia Branch).

Oct. 15th. "British Floral Relationships with other Countries." Professor Henslow. Royal Horticultural Lecture Hall.—Oct. 29th. "Birds of our Gardens." Mr. Cecil Hooper. Royal Horticultural Lecture Hall.—Nov. 6th. Mrs. Douglas Wilson took a party of thirty-five to the National History Museum at South Kensington. Subject, "Shells and their Inhabitants." Mrs. Douglas Wilson gave us a most vivid description of the bottom of the sea with its strange inhabitants. Then she turned to the molluscs, described their covering mantles, their long curling tongues two-and-a-half times as long as their bodies and edged with flinty teeth, and taught us to distinguish the vegetarian mollusc from the carnivorous by the opening of their shells. Then we inspected the one foot and one head of the one-shell mollusc; and the strong one foot of the headless two-shell mollusc. Then we dispersed to examine and admire the wonderful colouring of the shells, and the Museum closed all too soon.

BRIGHTON, HOVE AND DISTRICT.—A meeting was held on Wednesday, Nov. 13th, at Brighton and Hove High School, when a very interesting and instructive paper was read by Miss Dove, Headmistress of Wycombe Abbey School, on "Occupations for Girls at Home on Leaving School." This paper appearing in full in this number, no report is given.

BRONDESBURY AND WEST HAMPSTEAD.—Subject of Lectures for 1907-8. "Educational Ideals in Different Countries." Lecture II., by Miss Amy

MISS NESBIT	St. Hilda's Prep. School, Purley	Girls and boys	Ia., Ib. & II.	12PS
MISS K. H. NODDALL	Moorlands, Bovey Tracey, Devon	Girls	Ia., Ib. II. and III.	cmc 301
J. W. E. PEARCE, Esq.	Merton Court School, Sidcup	Boys	Ib. and II.	
MISS RAMSEY	Friern Manor, Honor Oak, S.E.	Girls	I. and II.	
EDWARD SHEPHERD, Esq.	St. Laurence, Bexhill-on-Sea		I. and II.	
MISS SIMONS	17, Philbeach Gardens, South Kensington,	Boys and girls	I., II. & III.	
MISS SKEAT and MISS AULD	Baliol School for Girls, Sedbergh, Yorks.	Girls	Ia., Ib. and II.	
MISS SWAIN	Firth Park School, Sheffield	Girls	Ia., Ib., II. & III.	
H. G. UNDERHILL, Esq.	Wootton Court, Wootton, near Canterbury	Boys (preparatory)	Ia., Ib., II. and III.	
MISS WILSON	Calder House, Seascale	Girls	Ib. and II.	

P.N.E.U. Literary Society.—Subject for February: From Rosetti's *Poems*.
P.N.E.U. Translation Society.—Subject for February: From Racine's
Uthalie.

C. AGNES ROOPER, *Hon. Sec.*,
 Pen Selwood, Gervis Road, Bournemouth.

From whom all particulars may be obtained.

BOOKS.

The Moral Ideal, by Julia Wedgwood (new and revised edition: Kegan Paul, 10/6). We are very glad the publishers have seen well to issue a new edition of Miss Wedgwood's valuable work. In days when we are too apt to think superficially and jump to conclusions, when the extraordinary advances of science expose the most modest of us to the illusion that we

*Register of Schools, some classes of which work in the Parents' Review
School and are tested by P.R.S. Examiner:—* 12 p 6 c m c

Principal.	School.	Girls or Boys.	Classes Working in P.R.S.
MISS ALLEN	Kilry, York Crescent, Aldershot	Girls & boys.	
MISS ARNSTEIN and MISS VON HENNIG	Pennthorpe, Chislehurst	Girls	II. and III.
MISS AMBLER	Risca, Reigate	Girls	Ia., Ib., II., III. and IV.
MISS BECK	Fridhem, Heacham, King's Lynn	Girls	Ib., II. and III.
MISS BERNAU	Parents' Review School, Ambleside, Woodville Road, Blackheath, S.E.	Girls and small boys	I., II and III.
W. A. BIDDLE, Esq.	43, Rosary Gardens, S.W.	Boys	Ia. and Ib.
REV. REG. BULL	St. Andrew's, Southboro', Tunbridge Wells	Boys	I. and II.
THE MISSES BURFIELD	80, Warwick Park, Tunbridge Wells	Girls	II. and III.
MISS ROWLAND BROWN	St. Helens, Northwood	Girls	I. and II.
MISS EVANS	Romanoff, Surbiton	Girls	I., II. and II.
MISS DOUGLAS	133, Queen's Gate, W.	Girls	Ia., Ib., II.
MISS V. EDGELL	Roseland, Storrington, Sussex.	Girls and small boys	Ib. and II.
THE MISSES EDKINS	Grange School, 21, Grange Park, Ealing.		Ia., Ib., II.
MRS. ELLIS	St. Leonard's, Ashley Rd., Epsom.	Girls & boys	Ia. and Ib.
MISS LAURA FAUNCE and MISS MARJORIE EVANS	13, Chilworth Street, Westbourne Terrace, Hyde Park, W.	Girls and small boys	Ia, Ib., II., III. & IV.
MISS FRASER and MISS GARDNER	Lyddon Villa School, Leeds	Girls and boys	Ia., Ib., II.

* The Committee take no responsibility with regard to these schools except as far as the above statement goes; due inquiries should be made by parents. Prospectuses can be had on application to the Office.

are the people and there were none before us, perhaps our only hope of preserving a sane outlook lies in the study of history. Let us choose what epoch we will, "there were giants in the land in those days," and, always, there were things done in those days that we do not know how to do; and thoughts in men's minds for which we have not yet found expression. It is in this sane and simple temper that Miss Wedgwood wrote—spent twenty years in perfecting—her history of histories, her *History of Human Aspiration*. The scheme is, as she says, gigantic, and hardly admits of a centre or a scale, because, to borrow a sentence quoted by the author, "God has so arranged the chronometry of our spirits that there shall be thousands of silent moments between the striking hours." It is only lesser things that can be wrought out by scale. In what Carlyle calls the "Eternities and Immensities," we want a spring-board from which imagination can take its leap; and to have such a "spring-board" erected for us under the balanced judgment and sanity of the author of *The Moral Ideal* is an appreciable gain to thinking persons. In the earlier chapters, I., *Egypt*, the *Earliest Nation*; II., *India and the Primordial Unity*; III., *Persia and the Religion of Conflict*; IV., *Greece and the Harmony of Opposites*; V., *Rome and the Reign of Law*, Miss Wedgwood shows, with some success, that each nation evolves itself under some master idea. This is, of course, tentative, but it is a position which the mind takes up involuntarily; we cannot choose but regard nations as entities working out each a destiny on the lines of the master thought of its thinking. The author does not tie herself to any single line of argument. What she looks for is the aspirations, the reachings out of the great souls who express the best that is in a people. As we read, we cry with Miranda—

"O wonder!

How many goodly creatures are there here,

How beauteous mankind is!"

In the later chapters of the book, Miss Wedgwood does not carry us with her so surely, but it is not a slight thing to have brought together evidence indicating the moral aspirations of mankind through successive ages.

The Saviour of the World; I. *The Holy Infancy*, with twelve illustrations from the old Masters, by Charlotte M. Mason (Kegan Paul, 3/6, ready in February). This first volume contains: Book I., *The Holy Infancy*; Book II., *The Nativity*; Book III., *First Words and First Works*. The poems in Book II. should afford readings suitable for Lent, as they treat of subjects connected with the Baptism, Fastings and Temptation of our Lord

Whitaker's Almanac, 1908 (Warwick Lane, London, 2/6 and 1/-). Every-body knows "Whitaker" as the book which contains all that one really needs to know! Among the remarkable occurrences of the past year the paragraph marks of a progressive art. The educational notes are unusually full. International courtesies and pageants are headings rather characteristic of the past year. The astronomical notes are, as usual, invaluable.

James Thomson, by G. C. Macaulay (Macmillan, 2/6). We are glad to see Thomson included in the *English Men of Letters Series*. Mr. Macaulay's careful criticism is interesting and valuable, but we think that what may be called the evolutionary note is carried too far in this and other works of modern criticism. It becomes a little exasperating to be told that innumerable lines are derived from somewhat parallel, but by no means identical passages by Milton. In many cases the sentiment is so obvious that nine persons out of ten would have conceived and expressed it in much the same form had they never heard of either Milton or Thomson. The sincerity and simplicity of this eighteenth century writer is not without its lessons for the poets of to-day.

There have been few finer appreciations written than his of Sir Isaac Newton (which Mr. Macaulay allows to "have merit") :—

"Even Light itself, which everything displays,
Shone undiscovered, till his brighter mind
Untwisted all the shining robe of day,
And from the whitening undistinguishing'd blaze
Collecting every ray into his kind,
To the charm'd eye educ'd the gorgeous train
Of parent-colours."

Although we have practically forgotten Thomson the poet we bear unconscious tribute to his memory; there is hardly a page of his which does not contain a phrase which has passed into the currency of our common speech—a proof, perhaps, that, in the eighteenth century, poetry was read and digested. Jack's *Nature-Study Cards*. Birds (six sets, 9d. each). We congratulate the publishers on this capital series of Nature-Study Cards. "Birds." "There are half a dozen sets and eight birds in each set. Set six is really of use in helping one to distinguish the gulls and tern. No bird pictures are really defective; but these are good for a popular work.

The Romance of Every Day, by Lillian Quiller Couch (Frowde & Hodder and Houghton, 5/-). Miss Lillian Quiller Couch has done us a real service by collecting from all sorts of sources a chronicle of heroic deeds done by men, women and children, and often by quite unlikely persons, because, as the author tells us in the preface, "The Motto of the Royal Humane Society is *Latet Scintilla Forsan*, or 'Peradventure a small spark may yet be hid.' The Society wished to make all people realise that in a seemingly dead body there might yet remain a spark of life. . . . It is a good motto, but here we may take from it another, a deeper meaning, and apply it to all those who are timid of us, in the most degraded, in the most ruffianly, apparently most cowardly, most helpless and despairing, a little spark of courage yet be hid." It is true as the author remarks that everyone loves a brave deed, but it is also true that the record of such deeds is kept in the most haphazard way, and we can understand that however alluring the search which has issued in this volume, it has not been brought together without much fatiguing labour. Here are many heart-stirring stories that we know and are glad to come upon so well told, and many others like, "A Hero of the Doss-house" and "Grizel Cochran" that are quite new to us. We are glad to see that most heroic story of Hyam, the plague-stricken village in Derbyshire, is included. This is a book for all boys and girls who would like to be heroes if they could but get the chance.

The Romance of the King's Navy, by Edward Fraser (Frowde & Hodder and Houghton, 5/-). Here is a book to stir the blood of a boy and we would not give much for the boy who reads it with indifference. Just to make acquaintance with the great ships whose names are made immortal by their captains and crews is not a slight thing. "What do you know of the *Shannon*, the *Captain*, the *Luraydice*, the *Terrible*, the *Temeraire*, the *Agamemnon*, etc., etc.?" "Why, when and where Admiral Seymour signalled.—"Well should know "Inflexible!" The tales of the ships are admirably told in simple dignified English. We think every boy and most girls should read *The Romance of the King's Navy*. Every British boy should know about the Colours, and Houghton, 5/-). Every British boy should know about the Colours,

what they mean to the soldier and how they have been fought for, should know, of the regiment with the most "battle honours," should know, too, how the V.C. is won and of some of the heroes who have gained it, of the most romantic and heroic incidents in the history of our Army. Boys who want to know things of this sort will find them simply, admirably and most interestingly told in *The Romance of the King's Army*, a book which it is really worth while to read.

Whose Home is in the Wilderness, by William J. Long (Ginn & Co., 5/- net.). Of course to write about Mooween, the bear, after Kipling's Mowgli is a deed of "derring-do," but Mr. Long knows what he is about; "on the instant Mooween sprang to his feet. The careless, confident air of this great prowler of the northern woods vanished in tense alertness. He threw his nose into the breeze, rocking his head up and down so as to try more air and catch every tainted atom. He turned his head up, then down the valley; looked past my rock twice, but never noticed or suspected what he must plainly have seen had he raised his eyes—a man leaning far over the edge and watching him with silent intentness." This is wild folk one by one, the individual differing from others of its kind in temper and disposition. Whether or no we go as far as Mr. Long does in attributing what we call "human" traits to animals, whoever has owned a pet knows that he is reading true things in this book, and does not know where "to draw the line." This little book the author tells us, "is one of the results of these happy vacations spent in watching wild things." We think that he does let his reader feel something of that gladness and peace which he has always found in the silent places.

1. *Cup-o'-Yellow* and other stories, by A. G. Herbertson (Henry Frowde and Hodder & Stoughton have sent the following 1/6 net. each). We think children will like this little book of fairy-tales. They have the right, irresponsible touch.

2. *The Old Nursery Stories*, by E. Nesbit. A very pretty little edition with nice type and pretty pictures, but are they the old nursery stories or are they not old friends with new faces?

3. *Granny's Wonderful Chair*. "Chair of my grandmother, tell me a story," says Snowflower, and the old chair obeys and thereafter tells many a right good fairy story in the good old-fashioned way.

The Little City of Hope: A Christmas Story, by Marion Crawford (Macmillan 2/6). A charming Christmas story, particularly timely because the motif of the tale is the invention of an air-motor. The scene when the "wheels go round" at last after many failures, and Mr. Cresholt, the inventor, and his young son sit up all night watching and sleeping is very satisfying.

THE "P.R." LETTER BAG.

[The Editor is not responsible for the opinions of Correspondents.]

Dear Madam,—I am greatly obliged to you for your most appreciative review of my little book—*The Fairyland of Living Things*, appearing in the current issue of *The Parents' Review*. In quoting a passage from the book you have by a slip of the pen written "the Cormorant," instead of "the Sparrow-hawk." A little corrective paragraph in your next issue will be greatly esteemed.

"Westbury," Caterham Valley, Surrey,
December 22nd, 1907.

Yours ever faithfully,
R. KEARTON.

P.N.E.U. NOTES.

Edited by Mrs. Harold Lock, Sec., 26, Victoria Street, S.W.
Tel. 479 Victoria.

To whom all Hon. Local Secs. are requested to send reports of all matters of interest connected with their branches, also 6 copies of any prospectuses or others papers they may print. Secretaries are asked to send a short report of each lecture given to the Branch. The report to be written on one side of the paper only, and not to exceed 200 words.

BRISTOL.—The second lecture of the fifth session was given at the University College, on Nov. 29th, by Miss C. Dugdale, of the Birmingham Women's Settlement, the subject being "Children and the Police." Judge Austin presided over a good attendance. The Chairman said that anyone who thought at all about the welfare of those around them, and anyone who had any sort of desire to improve the conditions of Society, could not help being impressed by two gigantic evils, one of them the overcrowding and overpopulation of the great cities, and the other the want of employment. Education Acts had done much in making education compulsory, but it had been found that there was a tendency, which was believed to be increasing, for children to be employed both before and after school, and on Saturdays and Sundays. These were the children—the street traders—that required so much supervision, for they had to run risks at an age when they were unfitted to judge things accurately for themselves. The result of Mr. Ritchie's Commission brought to light a shocking state of things, and Birmingham was one of the very first cities to adopt preventive measures. It was recognised that the children—ill-clad, and housed in miserable hovels—did wrong knowing no better, very often. The City Corporation accordingly resolved that every child engaged in street trading should be given a badge, and they were only allowed to keep them so long as they strictly followed the rules. The speaker expressed her regret that Bristol had not followed the lead in the matter of licensing the children. Street trading, after a certain age, was demoralising, and often only a cloak for begging. Boys grew into loafers and girls sank to the lowest depths. The lecturer pointed out the large number of children who appeared at the courts without having been guilty of an offence, the cases being that the children were illegally employed, wandering, etc. They should always bear in mind that the child's future, and not the offence, must be uppermost. In conclusion, she pointed out the need of each town establishing children's courts, with a staff of probationers—some honorary, because it was not possible to do the work with only paid officers. In moving a vote of thanks to Miss Dugdale, Mr. F. Newton Colborne said he was glad that the Education Committee had drawn up a circular, which had been widely issued, pointing out the mischief of children leaving school without some definite employment to take up at once.

CROYDON.—At a meeting of this branch held on Dec. 13th, at the High School (by kind invitation of Miss Leahy), Professor Adams gave a most suggestive lecture on "The Art of Listening." The lecturer began by distinguishing between hearing and listening, pointing out that the great charm of American women lies in their power of listening sympathetically. Psychology proves that the most powerful minds can only attend voluntarily for a few seconds in succession. We hear rhythmically, and as therefore we can only expect interstitial attention, in giving lessons or lectures, we should

all ready to go further. In a perfectly simple and yet scholarly way, Mrs. Creighton introduces us to great battles from Marathon to Sedan, to personages from Xerxes to Bismark, and all this, not in a scrappy way, however short are the notices, but with the intention that "by carrying the narrative from the earliest times down to modern days, some idea of the continuity of history may be given." An admirable book which children should read with *Plutarch's Lives* for early history.

SCIENCE.—*Half-Hours with the Stars*, by R. A. Proctor (Longmans, 3/-). This book of star-maps will be a joy to the young astronomer. We are so made that nothing really interests and delights us until, at any rate, we know its name, get a nodding acquaintance with it and can distinguish it, among others of the kind. Now many a child and many a grown-up too has a deterring sense of baffled curiosity when he looks at the starry sky. He does not know, and there is such an infinite range of possible knowledge spread out before him that his heart fails and he turns away with some sense of offence. Now here is definite clear and dependable help. "The learner ought," says Mr. Proctor, "on any night of the year to be able at once to turn to the proper map and in that map to see at once when to look for, and towards what point of the compass each visible constellation lies and how high it is above the horizon;" that is, month by month, he learns the position of constellations and acquires familiar friends in the starry skies.

How to Study Wild Flowers, by George Henslow (R.T.S., 2/-). Professor Henslow writes as an authority and the aim of this volume is best set forth in his own words:—"The author's experience as an examiner for the last forty years has shown him that some examiners only require an inaccurate smattering of botany at school. He hopes that, if teachers would place this book in the hands of their pupils, make them dissect and examine the flowers with its aid, and above all things insist upon accuracy, the great use of botany in school, viz., the training the young mind in systematic observation and accurate habits, will be secured.

Introduction to Plant Ecology, by George Henslow (Stanford, 2/6). Ecology, a new word which points not so much to a new science as to a new presentation of science which lifts the pursuit of Botany to a higher level. The three classes of observations made by the ecologist, of selection, adaptation and variation, give a new interest to the study of Botany.

Introduction to Elementary Botany, by C. L. Laurie (Allman, 1/-). A capital little book for beginners.

Nature Round the House, by Patten Wilson (Longmans, 2/6). "Once I saw two Mr. Blackbirds and two Mrs. Blackbirds actually drive Tabby Cat."

Wild Bees, Wasps and Ants and Other Stinging Insects, by Edward Saunders (Routledge, 3/6). This little book about wild bees, wasps and other stinging insects will be welcome to the young student if for no other reason because it embraces only a small section of the insect world. The description of the combs and cleaning apparatus of bees is fascinating.

EDUCATION.—*The Higher Education of the Young* (second edition) by S. H. Sadler (Routledge, 3/6). This volume which contains many wise sayings is interesting as regarding the subject from a Roman Catholic standpoint, and is full of telling anecdotes and, alas, too full of quotations from a vast number of writers which may be telling in themselves, but we wish the author had worked out her own thoughts in orderly sequence.

An Introduction to Child-Study, by W. B. Drummond (Arnold, 6/-). A summing up of the theories of *The Paidologist*, telling us many things about children that we all know and deducing inferences which the present state of our knowledge will not allow us to verify ("only reason can go wrong").

Sex Equality, by E. Densmore, M.D. (Sonnenschein). "Nature has equipped woman for her defence and protection with the art of dissimulation," says Schopenhauer, a thesis which much of this volume tends to exemplify, "but," says Dr. Jordan, "in the conditions arising from an expanding civilisation the art of being a woman becomes a difficult one." From these two phrases we get an idea of the gist of the volume.

Special Method in Primary Reading and Oral Work with Stories, by C. A. McMurry (Macmillan, 2/6). We who think that oral teaching is particularly sterilising to the mind of a child are not much in sympathy with the subject dealt with very fully by Mr. McMurry.

On Stammering, Cleft-Palate Speech, Lipping, by Mrs. Emil Behnke (Sampson Low, 1/-). We all know how Mrs. Emil Behnke, continuing the work of her late husband has made an exhaustive study of, and carried on a beneficent practice in curing, these difficulties of speech.

Character-Forming in Schools, by F. H. Ellis (Longmans, 3/-). "Every week," says the author "the work of the upper school is based on what we have learned to call a 'Thought.' It also forms the connecting link between all the lessons, besides having for its real object the inculcating of morals." We distrust characters *formed* with such nicety: they are apt to have the qualities and the faults of flowers in waxwork. "Specs I growed," said Topsy, and that is the history of characters that are characters.

Education by Plays and Games, by G. E. Johnson (Ginn & Co., 4/-). A study of Plays and Games by which we are supposed to learn the "content" of a child, or rather, of children.

The Preservation of Infant Life: A Guide for Health Visitors, six lectures to the Voluntary Health in the Borough of St. Pancras, by Emilia Kanthack (Lewis, 1/-).

Small Lessons on Great Truths, by A. K. Parkes (Methuen, 1/6). A thoughtful, pleasant little book, dealing with such subjects as Prayer, Thought, the Saints of God, etc., etc.

The Public Schools Year Book (Swan-Sonnenschein, 3/6). We need do no more than call the attention of our readers again to the admirable arrangement and full and accurate information of this handbook—indispensable to the parents of boys.

The Schoolmaster's Year Book (Sonnenschein, 7/6). A reference book of Secondary Education in England and Wales necessary to everyone who wishes to keep up with the new regulations and new educational movements which are brought forward year by year.

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Principal.	School.	Girls or Boys.	Classes Working in P.R.S.
MRS. KENDALL	2, German's Place, Blackheath	Girls	I., II. and III.
MISS LEVICK	Edgehill, Wadhurst, Sussex	Girls	Ia., Ib., II. & III.
MISS NESBIT	St. Hilda's Prep. School, Purley	Girls and boys	Ia., Ib. & II.
MISS RAMSEY	Friern Manor, Honor Oak, S.E.	Girls	I. and II.
EDWARD SHEPHERD, Esq.	St. Laurence, Bexhill-on-Sea		I. and II.
MISS SIMONS	17, Philbeach Gardens, South Kensington,	Boys and girls	I., II. & III.
MISS SKEAT and MISS AULD	Baliol School for Girls, Sedbergh, Yorks.	Girls	Ia., Ib. and II.
MISS SWAIN	Firth Park School, Sheffield	Girls	Ia., Ib., II. & III.
H. G. UNDERHILL, Esq.	Wootton Court, Wootton, near Canterbury	Boys (preparatory)	Ia., Ib., II. and III.
MISS WILSON	Calder House, Seascale	Girls	Ib. and II.

P.N.E.U. Translation Society.—Subject for May: From Boileau's *Satires*.

P.N.E.U. Literary Society.—Subject for May: *Evelina*, by Fanny Burney.

C. AGNES ROOPER, *Hon. Sec.*,

Pen Selwood, Gervis Road, Bournemouth.

From whom all particulars may be obtained.

BOOKS.

Wild Honey, by Michael Field (Fisher Unwin, 5/- net.). "Michael Field" is too well-known as a poet to need commendation. We get cadences passionate and sensuous, most delicate and elusive criticisms of life, dainty touching as of a light wing upon a hundred dainty topics. We feel that we are almost within touch of a great poet (or poets?), but the great poet is perhaps more strenuous, more aware of "the burden and the mystery of all this unintelligible world," and less preoccupied with the light and shade of the varying moods of a day. *The Longer Allegiance* is a series of twenty-five sonnets reminding the reader a little of *Sonnets from the Portuguese* and touching some of the deeper notes of life. This, from *The Love of God* is peculiarly poignant:—

"But when that sure, sad voice its plaint renews,
'Yea, it is possible that we may lose
Even our God'—O infinitely near,
Far spirit, I am struck with sudden fear!"

Th Threshold of Music, by William Wallace (Macmillan, 5/-). Mr. Wallace, whose own compositions make him an authority, devotes this volume to a serious enquiry into the development of the musical sense. The presence or absence of this sense, its limitations, its differentiation from other

**Register of Schools, some classes of which work in the Parents' Review School and are tested by P.R.S. Examiner:—*

Principal.	School.	Girls or Boys.	Classes Working in P.R.S.
MISS ALLEN and MISS OWEN	1, Cargate, Aldershot	Girls	Ia., Ib., II., III. and IV.
MISS ARNSTEIN and MISS VON HENNIG	Pennthorpe, Chislehurst	Boys	Ia. and Ib.
MISS AMBLER	Risca, Reigate	Girls	II. and III.
MISS BECK	Fridhem, Heacham, King's Lynn	Girls	Ia., Ib., II., III. and IV.
MISS BERNAU	Parents' Review School, Ambleside, Woodville Road, Blackheath, S.E.	Girls and small boys	I., II. and III.
W. A. BIDDLE, Esq.	43, Rosary Gardens, S.W.	Boys	Ia. and Ib.
MISS ROWLAND BROWN	St. Helens, Northwood	Girls	I., II. and III.
REV. REG. BULL	St. Andrew's, Southboro', Tunbridge Wells	Boys	II.
THE MISSES BURFIELD	80, Warwick Park, Tunbridge Wells	Girls	II. and III.
THE MISSES BURMAN	6, Tedworth Gardens, Chelsea	Boys	Ia. and II.
MISS DOUGLAS	133, Queen's Gate, W.	Girls	Ia., Ib., II.
MISS V. EDGEELL	Roseland, Storrington, Sussex.	Girls and small boys	Ib. and II.
THE MISSES EDKINS	Grange School, 21, Grange Park, Ealing.		Ia., Ib., II.
MRS. ELLIS	St. Leonard's, Ashley Rd., Epsom.	Girls & boys	Ia. and Ib.
MISS EVANS	Romanoff, Surbiton	Girls	I., II. and III.
MISS LAURA FAUNCE and MISS MARJORIE EVANS	13, Chilworth Street, Westbourne Terrace, Hyde Park, W.	Girls and small boys	Ia, Ib., II., III. & IV.
MISS FRASER and MISS GARDNER	Lyddon Villa School, Leeds	Girls and boys	Ia., Ib., II.
MISS GAYFORD	St. Cuthbert's, Twickenham	Girls and small boys	Ia. and II.
C. H. GIBBS, Esq.	37, Sloane Street, London, S.W.	Boys	Ib. II. & III. (preparatory)
MISS GOODE	The Parents' Review School, Constitutional Club, Burgess Hill	Girls and Boys	Ia., Ib. and II.
REV. CECIL GRANT	St. George's, Harpenden	Boys & girls	Ib. and II.
MISS FIELD HALL	High Cliff School, Scarborough	Girls	II. and III.
MISS d'ESTERRE HUGHES	Broomfield House, Kew	Girls & boys	Ib. and II.
MISS JOHNSON	St. Hilary's, Bexhill	Girls	II. and III.
MISS HEATH JONES and MISS BERVON	St. Monica's, Kingswood, Epsom	Girls	Ib. and III.
MR. and MRS. HICKSON	Oldfield, and Hestercombe, Swanage, Dorset	Boys (preparatory) Girls	I., II., III. & IV.

* The Committee take no responsibility with regard to these schools except as far as the above statement goes; due inquiries should be made by parents. Prospectuses can be had on application to the Office.

powers, the possibility of acquiring it, are questions that have occupied most of us from time to time, especially since Shakespeare placed his ban upon those of us, unfortunate, who have it not. The author is quite right, we think, in assuming general ignorance and vagueness as to this subject of investigation. Here is a passage remarkable for its insight and suggestiveness: "The true perspective, the perspective of history, must always be kept in view. In our own time Wagner may seem as far in advance of Beethoven as Beethoven was in advance of Scarlatti. Some to-day may place Beethoven on the shelf among the musical antiques—at a later day others may perceive, with the progress of the musical sense, little difference between Wagner and Beethoven. Already Wagner, the daring revolutionist, seems to many not to have gone a step further than Meyerbeer." The volume contains a chronological chart of extraordinary interest, shewing the development of music as contrasted with that of science, literature and other arts, which offers convincing evidence that musical development in the nineteenth century is not only greater than in any previous century but also greater than that in literature and other arts. The student of music will find much to interest him in this volume.

Missing Friends: Being the adventures of a Danish Emigrant (second impression) in Queensland (1871—1880). (The Adventure Series, Fisher Unwin, 3/6). The unknown author, a Danish emigrant, has written a very interesting and readable book. Two sorts of people emigrate—those who want to get on and those who have an eye to adventures by the way. "Adventures are to the adventurous" is the motto of the "Adventure Series." The adventures in this case are less exciting than instructive, as being those that fall to an immigrant in a strange land and are recorded with some of the directness and simplicity which make *Robinson Crusoe* a delight.

Poems of Browning, edited by Augustine Birrell (The Golden Poets' Series) (Jack, 2/6). We welcome with pleasure another volume of Messrs. Jack's Golden Poets. Mr. Augustine Birrell's introduction is of great and unusual interest and his principle of selection, for which he cries *beccavi*, is to our minds the single principle upon which either selection or anthology can be justified. Mr. Birrell gives us the poems (or parts of poems) that he specially likes himself, that he would like to have at hand in his cabin on a long voyage. This is fair play: it gives the reader the chance of agreeing or disagreeing, but he is always interested. We doubt if a better selection could be made in the 284 pages assigned. *Men and Women*, *Dramatis Personæ*, *Dramatic Lyrics*, *Paracelsus*, from *Christmas Eve* include most of the poems and passages that it is impossible for a lover of Browning to get on without for long. The masterly introduction is a treasure-trove and perhaps nothing in it is more interesting than the comparison between Browning's optimism and Tennyson's pessimism as shown in the two great poems *In Memoriam* and *Bishop Blougram's Apology*. Mr. Birrell tries to be fair but he is a whole-hearted Browningite. "Let those laugh who like," he says, and quotes the passage where Browning tells how he bought for a lira the book which held the story of *The Ring and the Book*, "I dote on every line," says the editor, and so do most people who knew the spot and the stalls with just such wares for sale. Of the twelve coloured illustrations perhaps we like best Bishop Blougram and his guest "over the wine and the walnuts." The frontispiece is a quite delightful portrait with a vague Venetian background.

A Book of Golden Deeds, by Charlotte M. Yonge (Macmillan, 1/-). Miss Yonge did a great service to the world when she gathered and narrated so

goodly a collection of the golden deeds of all times and all lands; and we are grateful to the publishers for this cheap edition. "There is nothing so noble as forgetfulness of self," the author says in "What is a golden deed?" and the nearly three-score golden deeds collected in the volume answer to this test, while many a deed of reckless daring is shut out as having its source in a mere love of display; but everybody knows this most inspiring little volume. The chronological table of the couple of hundred golden deeds, either narrated or alluded to, is of great use as fixing the date, nation, and country, illustrated by each.

The Sea-Shore Shewn to the Children, by Janet Kelman (Jack, 2/6). This is a pleasing little book which children will delight in as a companion for the sea-side. Mr. Theodore Wood who writes the descriptions says that he tries to tell boys and girls who visit the seaside "what they ought to look for and where they ought to look for it." The forty-eight coloured pictures, each containing several studies, are wonderfully assisting. The plate which shows the painted top, the grey top and the cowrie, each with its little inmate looking out of his house, would make any child in love with the joys of the sea-shore.

Some British Birds, edited by Edward Thomas (Hodder & Stoughton, 6/-). This is a very charming book. The coloured pictures are artistic and the several chapters, or articles, from half-a-dozen different hands, enter into the poetry of bird-life which is treated with a good deal of literary skill. "Now the gray wagtail is a fairy creature to be longed for and loved, for with its graceful manners, trim figure and exquisitely blended finery of grey and brightest chrome, it lends an additional charm to many a spot which one would fancy needed no such enchantment."

The Writing of English, by P. J. Hartog (Oxford Press). Mr. Hartog has given us a book that is worth while; for there are few things more painful to handle than most of the books which profess to teach the art of composition. The author of *The Writing of English* believes that "in English literature the pupils will study not only the poets but the great prose writers of modern times. . . . The attention of the pupils will be directed to general sense and content," and the authors he would have pupils from 11—17 acquainted with range from Swift to Huxley, from Fielding (?) to George Eliot. His remarks upon examinations are excellent. "They tend," he says, "to become a mere memory test and the replies bald reproductions of text-book information," and this "owing to the incapacity of the students to express themselves with any approach to continuity." The author endorses Sir Oliver Lodge's conclusion that the eager and enquiring child undergoes a process which converts him into "the intellectually dull, apathetic, indolent professional schoolboy." We like the book greatly, the more so that we believe we of the P.N.E.U. have found the answer to most of the problems brought before us by Mr. Hartog; but we excessively dislike the Appendix.

The Sounds of English, by Henry Sweet (Oxford Press, 2/6). Professor Sweet has prepared this manual in the hope that it will be found specially useful to those who have to teach phonetics in connection with elocution and modern languages. He is, of course, the authority, and we can understand his dread of the flood of worthless publications on the subject which followed the new regulation of the Board of Education. We have here a masterly analysis of speech sounds, of the sounds of standard English, chapters on the study of general phonetics, the teaching of phonetics, etc.

Aids to the Study and Composition of English, by J. C. Nesfield (Macmillan, 4/6), will be valued by teachers who believe that English is to be studied analytically rather than synthetically. For those last who know that a little

child expresses himself in graphic, perfect, telling English, and that, under instruction, all he writes and says becomes stale, dry, flat and unprofitable—why their aim will be to let him browse, and let him be, sure that he will come out very well able to handle his mother tongue.

Letters from Pussy-Cat-Ville, by Louise Patteson (Alexander Maing, 3/6), may please devoted cat-lovers, but the description of a midnight concert makes us feel with Kipling, that every proper man would throw his boots at the performers.

THE "P.R." LETTER BAG.

[The Editor is not responsible for the opinions of Correspondents.]

DEAR EDITOR,—As life goes on and old age creeps gradually on us, I find how much, yearly more, one lives in the past. "Looking back," becomes the attitude of the mind. And I feel that there are special dangers and temptations in this, and yet also wonderful lessons to be learnt. And first of all to look back should fill us with thankfulness! One is often so tempted because one feels out of touch or sympathy with many of the modern changes. (May I venture to name increased independence of manner in the young people, motor cars, universal spirit of restlessness, freedom, even license, of the Press, etc., etc.), to think that the old times were better than these. Yet to read such a book as *Collections and Recollections*, by Russell, will remind us how much the world everywhere has gone forward for the better in the last fifty years.

Also we must remember that whether we like them or not these changes have "come" (to use a very ugly modern expression) "to stay" and we must make the best of them and adapt ourselves, as far as we can without compromising or giving up principles, to them.

I think too, looking back should make us more and not less sympathetic towards young people. After all why should we expect them to be in all minor details and greater ones too, unmoved or unaltered by environment?

Surely the mere fact that we were brought up on Longfellow and Miss Yonge and they on Rudyard Kipling and Miss Broughton must account for a widely different "point of view" on many subjects.

May I, whilst on the subject of books, say how grateful I am for the splendid and helpful articles and papers in the *Parent's Union Review*. If anything can keep an old-fashioned person like myself in touch and in sympathy with all that is best in modern educational methods and modern thought it is such papers as those.

One point in modern education I am truly thankful for—and that is the way our children are taught to study, know and love God's great lesson-book of Nature. In bringing these very disjointed remarks to a close let me appeal to those who like myself "have been young and now are old," to let their "looking back" teach them thankfulness, humility, patience, and sympathy. The world *is* better, not worse, it *is* moving from low to high, as certainly as from east to west.

"And while the tired waves, vainly breaking
Seem here no painful inch to gain,
Far back, through creeks and inlets making
Comes silent, flooding in, the main."

Truly yours,
G. MEYNELL.

DEAR EDITOR,—The Vacation Term for Biblical Study will meet at Oxford this summer, and I should like to call the attention of your readers to this special opportunity given to women who feel the need of a more systematic and intelligent study of the Bible. No serious student of the Bible to-day can afford to ignore the fresh light continually pouring in from recent research and exploration, least of all those who are engaged in teaching scripture. It was to meet this need that in 1903 a three week's course of lectures was held at Cambridge, and the gathering proved such a success that during each summer vacation since then the promoters of the scheme have arranged for such Vacation Terms to be held at one or other of the University towns.

The course of study is on a Christian basis, and is conducted by lecturers chosen, not as representatives of any particular school of thought, but as experts in their own subjects. The following are some of those who have kindly consented to lecture this year:—Dr. Sanday, Dr. Lock, Rev. G. Harford, Dr. Grenfell, Rev. C. H. W. Johns, Rev. G. H. Box, Canon Foakes-Jackson, Rev. W. E. Addis, Dr. Milligan, Dr. Oesterley,

The term will last from July 25th to August 11th, the subjects being so arranged that students who cannot come for more than a week or a fortnight will be able to attend complete courses.

The Committee has been able to secure Somerville College for the accommodation of students, and lodgings can also be obtained in Oxford for those who prefer them. The total cost (including lecture tickets) will not be more than £2 a week.

I shall be very glad to send an application form or any further information to those who desire it, on receipt of a stamped and addressed envelope.

Yours faithfully,

Hampton Court Palace.

(Miss) BEATRICE CREIGHTON,
Secretary.

P.N.E.U. NOTES.

*Edited by Mrs. Harold Lock, Sec., 26, Victoria Street, S.W.
Tel. 479 Victoria.*

To whom all Hon. Local Secs. are requested to send reports of all matters of interest connected with their branches, also 6 copies of any prospectuses or others papers they may print. Secretaries are asked to send a short report of each lecture given to the Branch. The report to be written on one side of the paper only, and not to exceed 200 words.

BRENTFORD AND DISTRICT.—Lecture on March 25th; subject, "Fra Angelico," by J. L. Britten, Esq., F.L.S. Attendance owing to weather was poor. The lecture, illustrated by beautiful lantern slides, was exceedingly interesting. The quiet life and thorough work of Fra Angelico, inspired by love and devotion was contrasted with the hurried and superficial work of many to-day, inspired too often by the desire to gain popularity. Fra Angelico's "angel-faces" so popular at present were shown to be but poor examples of his work, the beauty of colour, delicate treatment of details, and wonderful dignity of the human form in repose depicted in his many pictures (mostly religious) are what should secure for him the grateful admiration of all time. A hearty vote of thanks was accorded the lecturer.

CROYDON.—The members and friends of the P.N.E.U. met on Friday, March 25th, at Mrs. Jaquis, Duppas Hill, to hear an address on "Cities," by Mrs. Leonard Burrows, wife of the Vicar of Croydon. Dr. Parsons-Smith

Principal.	School.	Girls or Boys.	Classes Working in P.R.S.
M. J. HONNYWELL, ESQ.	Hurstleigh, Tunbridge Wells	Boys	II. and III.
MISS d'ESTERRE HUGHES	Broomfield House, Kew	Girls & boys	Ib. and II.
MISS JOHNSON	St. Hilary's, Bexhill	Girls	II. and III.
MISS HEATH JONES and MISS BERVON	St. Monica's, Kingswood, Epsom	Girls	Ib. and III.
MR. and MRS. HICKSON	Oldfield, and Hestercombe, Swanage, Dorset	Boys (preparatory) Girls	I., II., III. & IV.
MRS. KENDALL	2, German's Place, Blackheath	Girls	I., II. and III.
MISS LEVICK	Edgehill, Wadhurst, Sussex	Girls	Ia., Ib., II. & III.
MISS NESBIT	St. Hilda's Prep. School, Purley	Girls and boys	Ia., Ib. & II.
MISS RAMSEY	Friern Manor, Honor Oak, S.E.	Girls	I. and II.
EDWARD SHEPHERD, ESQ.	St. Laurence, Bexhill-on-Sea		I. and II.
MISS SIMONS	17, Philbeach Gardens, South Kensington	Boys and girls	I., II. & III.
MISS SKEAT and MISS AULD	Baliol School for Girls, Sedbergh, Yorks	Girls	Ia., Ib. and II.
MISS SWAIN	Firth Park School, Sheffield	Girls	Ia., Ib., II. & III.
H. G. UNDERHILL, ESQ.	Wootton Court, Wootton, near Canterbury	Boys (preparatory)	Ia., Ib., II. and III.
MISS WILSON	Calder House, Seascale	Girls	Ib. and II.

P.N.E.U. Translation Society.—Subject for June: *Le Lutrin; Satires de Boileau* (wrongly named for May, which ought to have been *Luise*, by Voss).

P.N.E.U. Literary Society—Subject for June: One of Calderon's *Plays*, Translated by Fitzgerald.

C. AGNES ROOPER, *Hon. Sec.*,

Pen Selwood, Gervis Road, Bournemouth.

From whom all particulars may be obtained.

BOOKS.

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H.M.I. Some Passages in the Life of one of H.M. Inspectors of Schools, by E. M. Sneyd Kynnersley (Macmillan, 8/6). Mr. Sneyd Kynnersley has given us a delightful book. The good things in it, and they are multitudinous, must be taken *cum grano*. He tells us how; in Oxford, he says, a story passes, not if the facts are all verifiable, but if the story fits the man! With this handy key we are able to enjoy the rollicking fun of select companies of school managers and the like, who entertain him in the course of his inspectorial travels,—genial good fellows, tolerant of everything but dulness. And the tales they tell! It is difficult to quote one for fear of not doing justice to the rest, because there is always a better story on the next page. Here is one, however, which is perhaps not generally known. "There was a great function of some sort in a church near Oxford, and many clergy had assembled to meet the Bishop, and were using the schoolroom as a vestry. Five minutes before service-time, the Rector came in great trouble to Wilberforce; the clergy had been specially requested to bring their surplices, but Mr. A. and Mr. B. had come with black gowns and the effect would be ruined: would the Bishop speak to them? 'My dear Mr. X, leave them to me,' was the only reply. Three minutes passed, and again the Rector pleaded for help: 'Leave them to me,' was repeated. Just before the clock struck, the Bishop moved down to the two blacklegs. 'How do you do Mr. A.? so glad to see you here: will you read the first lesson for us? How do you do, Mr. B.? will you read the second lesson? so much obliged.' Greatly flattered, the two men hastily borrowed white robes and the situation was saved." Education, as we understand it to-day, takes rather a back seat in Mr. Kynnersley's book. We get a few, not very thrilling, 'howlers' made by the children, and occasional pathetic touches, as when the clean baby he took on his knee imparted to him after awhile that, "My daddy's been thrompin' our baby like anythink this morning." But the writer prefers on the whole to pose as the cynical Inspector whose work is altogether perfunctory, and it is only by reading between the lines one discovers the enthusiasm for education which actuates him. One thing is evident—that we have made enormous advances since the seventies and, if the strenuous H.M.I. of to-day has also his moments of high jollity, surely he earns them by laborious days. Before closing our notice of *H.M.I.*, we must mention his delightful habit of allusion. What excellent good company he must be! He has read everything, and knows how in a phrase five words long to bring up a forgotten friend in bodily presence. Thus Susan Nipper:—"Oh! bless your heart, Mrs. Richards, temperaries always orders permanencies here, did'nt you know that? Why, wherever was you born, Mrs. Richards? But wherever you was born, and whenever and however (which is best known to yourself), you may bear in mind, please, that it's one thing to give orders and quite another thing to take 'em."—anent the Permanent Secretary and his Chief.

Romance of Empire: Australia, by W. H. Lang (Jack, 6/- net). This is the sort of book that we Greater Britons deserve and have a right to, and know how to appreciate. We get this sort of thing for nearly three hundred pages:—"Terra Australia, to all intents and purposes, was forty miles long by eighty wide. One man after another headed expeditions to 'unlock the

land. . . . But no one could turn the key of the rocky gate. Bass, the intrepid by sea, beat his wings like a caged bird for fifteen days against the barriers, and all in vain. He had hooks made for his feet, in order to enable him to scale precipices like a fly, and he had ropes wherewith his sailor-men lowered him into the deep, dark gullies." Or, again, of Leichhardt :—"Leichhardt was the picturesque figure of these three who were simultaneously at work. He was a German, a man of science, but no bushman, and a foreigner unused to stock, and but little acquainted with Englishmen and their ways. Nevertheless, one, at least, of his expeditions was a success. . . . He travelled over 3,000 miles of unknown country, and made for himself an imperishable name. But his succeeding efforts were complete failures." But the romance of Australia is not confined to the discoverers who have scattered their names about the map. The author begins with a fascinating chapter on its geological romance, unique in the history of the earth's surface, and told with great gusto and delight. Of the Great Central Plain we are told :—"The hills were levelled to the plain, but every here and there you will still come upon the more durable part, the core, as it were, of a mountain standing unconquered, a mighty pillar, but only a pillar, in the wilderness. There is one such remnant in the very heart of the land, and it is called the Central Pillar." Captain Cook, gold, tons of gold, the Bush, our own times and twenty years ago, are all chapters in that romance which is Australia. This is a book for a birthday present, or a schoolroom possession on any terms.

German Education : Past and Present, by Frederick Paulsen, Ph.D. (Fisher Unwin, 5/-). Professor Paulsen has given us a history of education of singular value and insight, fulfilling what should be the function of history, to show the tendencies and dangers of contemporary life. We call it a history of education rather than of German education, because the development of the whole of Western Europe has run on the same broad lines. The author tells us in his preface that he has adopted the historical principle under the conviction that the development of education is not an isolated movement, but depends on the general progress of the inner life of mankind. He opens by stating, though with wise reservations, that "in ancient times the individual was educated for the State, in the middle ages for the Church, and in modern times for himself." We see how broad a field in the light of philosophic history opens from each point of departure. The four books of the volume deal with,—The Educational System of the Middle Ages, The Era of the Renaissance and the Reformation, The Age of Modern Courtly Culture under Predominantly French Influences, The Nineteenth Century. Close thinking and clear writing (admirably translated by Dr. Lorenz) characterize this important work. Each chapter calls for a separate notice, but our space limits us to one or two points. Speaking of the endeavour, made in many places to reintroduce instruction in philosophy into the secondary schools, the writer surveys the various movements tending to displace this study and says :—"In consequence of all this a great number of students at German universities now do not come in contact with philosophy at all, and a deplorable lack of familiarity with the ultimate problems of existence and life is, accordingly, to be found amongst the educated classes, even amongst these who have received an academical education. Vague scepticism, materialism of the most superficial description, eclecticism, void of any philosophical principles, uncritical submission to every latest craze in the garb of philosophy—such are the consequences of the disappearance

of philosophy and its clarifying influence from the school. . . . Such instruction. . . . would. . . . throw a bridge over the yawning chasm which now gapes between a conception of reality based exclusively on natural science, and the theological system adhered to in the school side by side with that view. It could not of course be a question of teaching natural religion, but . . . some instruction in philosophy would seem particularly indispensable to the semi and non-classical institutions, where it is perhaps more necessary to emphasise the humanistic standpoint than in the classical *Gymnasium*, in order to preclude that narrow and bigoted view, according to which the world of reality can ultimately be reduced to problems in mathematical physics."

St. George for Merrie England, by Margaret H. Bulley (Allen, 5/-).

"Read old stories over and then you will see

How Saint George, Saint George, he made the dragon flee.

Saint George he was for England, Saint Denis was for France

Sing, *Honi soit qui mal y pense*."

Old English Ballad 1600 (?).

Who was St. George whom we delight to honour? The earliest form of the legend, Miss Bulley tells us, is found in the *Legenda Aurea*, the famous Golden Legend written by an Archbishop of Geneva, who lived between 1236 and 1298, A.D., and translated into English by Caxton. In Libya, there was a city called Selene, greatly troubled by a dragon which lay in a swamp without the walls, whose breath brought pestilence (a hygienic parable surely!). First the people gave their sheep in sacrifice and then their children, and at last the lot fell on the Princess Cleodolinda, the King's little daughter, and as the maiden wandered along waiting her doom, uprose George of Cappadocia, and they talk, and the dragon crawls out, and George, a Roman tribune, charged the monster, transfixing it with his spear, desired the princess to bind her little "gyrdel" round the neck of the dragon and "be not afeard." She did so, and "the dragon followed hyr as it had been a meke beest and debonayr," and so they went to the city, and St. George cut off the dragon's head in the market place, and the beast was borne away in four carts drawn by oxen, and the King and Queen and Princess and 24,000 of their subjects became Christians, and the grateful King offered his daughter and half of his Kingdom to his deliverer, but St. George answered that he must go his way, and bade the King take care of the churches and the priests, and have "pite" on the "poure peple." So he kissed the King and departed. And then Diocletian began to persecute the Christians, and St. George defied him, and Dacian the Governor had him thrown into prison and tortured and at last his head was cut off, and St. George died a martyr. This with many variations and glosses, and with many literary versions, notably Spenser's, is the legend upon which Christian patriotism has nourished itself in many lands, and especially in our own. Popular imagination has seized upon the essential truth of the tale, the poisonous dragon and the heroic conflict; and the romantic details have inspired many generations of artists. Miss Bulley gives us fifty-six full page illustrations of the great St. George pictures. We have seven representations of the ideal St. George, including the strikingly different conceptions of Donatello and Dürer; a very great number of pictures illustrating the legend including those of Bellini, Francia, Carpaccio (the series), Raphael, Tintoretto, Sir E. Burne-Jones, Rossetti, and many more. Parents who wish to train their little folk to be Christian heroes will make *St. George for Merrie England* their next birthday present.

GEOGRAPHY.—*Colonies and Colonial Federations*, by E. J. Payne (Macmillan,). The germ of this work appeared in the author's volume, *The English Citizen*. He deals with the British Dependencies in four chapters, in each of which he approaches the subject from a different point of view. Thus the first chapter is geographical, and we have, amongst other matter, trans-Canadian railways, ancient and modern routes in the Southern Hemisphere, Imperial position in Australasian waters, and so on. Chapter II. is historical, a very instructive survey, ranging from the age of discovery to Australian Federation. In chapter III., the treatment is economic, and treats in order of economic importance, the Empire under-peopled, Britain, the great customer of the Colonies, local food supplies, and much besides. The fourth chapter is political, and treats at large of the fifty Colonial Governments. The whole forms an able survey of a most interesting subject.

Our Own Islands, by H. J. Mackinder (Philip & Sons, 2/6). A very pleasant and interesting survey. An elementary book, but by no means a dull study in geography.

The Senior Geography, Volume III. of *The Oxford Geographies*, by A. J. Herbertson (Fowde, 2/6). It is assumed that the pupils possess some concrete knowledge of the world as a whole, and the author proceeds to the consideration of the world according to its natural regions. We are not sure that we prefer this manner of treatment to that in which the physical and political aspects of the country are treated in connection with each other for, after all, the nation whose it is must needs colour our interest in any region. There are many admirable illustrations.

Highways and Byways in Dorset (abridged edition for schools), by Sir Frederick Treves (Macmillan, 1/6). We are very glad to see an abridgment of Sir Frederick Treves capital book with its charming pictures.

(i.) *Through Great Britain and Ireland with Cromwell* (1/3). (ii.) *Through Europe with Napoleon* (1/6), by H. E. Marshall (Jack). The indefatigable publishers of these volumes have hit upon one more capital idea. Nothing can be more educative than this natural co-ordination of geography and history. (i.) Mrs. Marshall, as we have had occasion to say before, knows how to tell a tale. But the maps should have been drawn for the book. Maps of Ireland, Scotland, and portions of England, irrespective of route, battles, and the rest, do not afford enough assistance. The pictures are excellent. (ii.) The Napoleon book is perhaps better than that about Cromwell, but we hope in a new edition, *route* maps will be included.

History of the British Empire, by G. F. Bosworth (Macmillan, 2/-). Mr. Bosworth has given us an interesting history of the British Empire, with some capital illustrations.

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P.N.E.U. NOTES.

Edited by Mrs. Harold Lock, Sec., 26, Victoria Street, S.W.
Tel. 479 Victoria.

To whom all Hon. Local Secs. are requested to send reports of all matters of interest connected with their branches, also 6 copies of any prospectuses or others papers they may print. Secretaries are asked to send a short report of each lecture given to the Branch. The report to be written on one side of the paper only, and not to exceed 200 words.

BRONDESBURY AND WEST HAMPSTEAD.—Course of lectures on "Educational Ideals in Different Countries." Lecture VI., on April 30th, by Mrs. S. B. Mitter, Indian Government Scholar at the Maria Grey Training College, on "Educational Ideals of the Hindoo Women of Bengal." The ideal of a Hindoo woman is to become a good housewife, and girls are trained to be competent in this respect at an early age; they are also trained to be thoughtful and considerate for others, as, on account of the custom of early marriages, they soon have to take part in a joint household: their ideal is the Princess Dranpadi, who was famous for her cookery. Hindoo girls of the upper classes are seldom sent to school, and among the lower classes education is almost unknown. A girl of the upper class would have lessons with her brothers from a Pundit, and, after marriage, possibly, from her husband. The only capable women teachers are the missionaries, and these are bound not only to teach the Christian Scriptures, to which a Hindoo parent would not object, but also to put their own interpretation on them, which is not in accordance with the Hindoo view. The physical education is much neglected; but no Hindoo woman would torture her body with wearing anything tight, either at the waist or on the feet. Passive obedience and respect to elders (even to servants) is strictly enforced: children are taught to be kind to every living creature and to respect life in all its forms. Hinduism is not idolatry; its essence is the worship of one Spirit, the Creator of all things. Mrs. Mitter concluded her lecture with an account of the Bethune College, where she herself had received her education.

DULWICH.—In March a meeting was held at Miss Parton's, by her very kind permission, when Dr. Warrener gave a paper on Ruskin as a Music Master. The evening was voted a great success by all present and the general verdict was that the only thing to be regretted was the audience, which, though appreciative, was very small. Owing to the Secretary's illness the work of the Branch has not been so good this season as last, but she wishes to record here her thanks to all who have so kindly helped her and made it possible to carry on the work at all.—On May 12th the General Annual Meeting was held at Miss Loft's, 191, Camberwell Grove. She entertained all most genially and hospitably. Mr. Mellenson very kindly took the chair, Miss Parish was also present and ready to reply to all enquiries as to details of the working of the Union. Lady Campbell was the lecturer, and she most ably and delightfully put before those present the great benefits to be derived by all members from their membership, while also suggesting the possibilities opened for members to give as well as to get thus appealing both to young and old mothers.

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OUR WORK.

The House of Education is closed from August 1st to September 15th. Letters relating to the House of Education, Parents' Union School, Mothers' Educational Course, Governesses, etc., cannot be answered or received between those dates; but letters asking for information may be addressed to the London Office.

HOUSE OF EDUCATION.

RESULTS OF EXAMINATION IN CARDBOARD MODELLING.

Held at the House of Education, Ambleside, April, 1908.

Passed.

BIGGAR, HILDA C.
CLENDINNEN, GEORGINA
COOPER, CHRISTINE
COURTNEY, D. S.
EVANS, DOROTHY F.
GLASCOTT, MARY K.
HAGGIE, GLADYS M.

HART, ROSETTA
LORIMER, A.
MURRAY, JESSIE G. F.
NORRIS, DOROTHY R.
ROBOTHAM, K. M.
VINE, MARGARET
WINTER, E. F. A.

JOHN COOKE, *Hon. Sec.*

PARENTS' UNION SCHOOL.

EXAMINATION 50. REPORT.

I have again the pleasure of reporting that the papers of the 50th Examination sent up evidently show that almost invariably the programme of studies has been faithfully followed and a most creditable amount of intelligent and profitable reading has been done during the term.

The questions set have been, on the whole, answered exceedingly well, but there is a tendency, more especially in Classes IV. & III., to miss the point of the question asked, and to introduce out of a full reading and retentive memory, matter not specially asked for in the question; this is brought out in such questions as Nos. 1, 2 and 6 in Literature; Class IV., Questions 1 and 2; latter part, General History; Question 2, Geography; in Class III., Question 3, Bible Lessons; Question 3, History; Question 4, Geography.

Class IV.—In every-day morals, question 1 was generally well answered, but questions 2 and 3 seldom satisfactorily. Parsing and Analysis in many papers was very weak, whilst there were many showing thought and ability to grasp the construction of the sentence given. Some exceedingly good papers, illustrated by well executed diagrams, were sent up in Geology and Biology, and a few in Astronomy. The Arithmetic was not good, a few answered all the questions set correctly, but question 3 especially was found too difficult. The point upon which most went wrong was in not reckoning the profit upon the buying or cost price. Euclid showed pleasing advance upon previous examinations, there being several quite excellent papers done, but Algebra was not so successful. The result was slightly affected by an unfortunate omission in the 1st question for beginners.

Class III.—Bible Lessons, Natural History, Geography and Botany show almost invariably very satisfactory results of reading and study. As in Class IV., the Parsing and Analysis was too frequently unsatisfactory. Physical Geography also was found too difficult to grasp by many. In Arithmetic, the

placing of the decimal point led to failure in the result in cases in which the working otherwise was quite accurate. Question 3 for beginners was generally found too difficult. Practical Geometry was very fairly done, but the value of the practical exercise was frequently lost by inattention to absolutely accurate and careful drawing.

Classes II. I.—Were very generally quite satisfactory, many excellent and very promising papers being sent up for examination.

The work of the SCHOOLS again shows steady progress and gives very general satisfaction considering the difficulty many experienced in carrying on simultaneously the programme of the Parents' Union School and a second syllabus of work. It might be well to follow the programme of the Parents' Union School entirely.

(Signed, J. B.)

French.—Travail satisfaisant en général. La IV. Classe a bien compris l'opinion de Tocqueville sur la Révolution française. Grammaire très 'faible'. III. Classe, sur l'emploi des temps "pierre de touche" de la langue française.

(Signed, J.M.)

German.—The papers were better on the whole, especially Class IV. I would advise, however, to attach more importance to the inflections of Nouns, and to the declensions of weak, mixed and strong Adjectives, and also to the order of words in German. The translation and narration are better, too, but in some cases too literal, and the Idioms should be carefully studied.

(Signed, M. G.)

The summer examination papers will be sent out for Monday, July 13th. The summer examination is optional, and the parents only report on the work. Reports must be sent in before July 31st, or after September 15th.

** Register of Schools, some classes of which work in the Parents' Review School and are tested by P.R.S. Examiner:—*

Principal.	School.	Girls or Boys.	Classes Working in P.R.S.
MISS ALLEN and MISS OWEN	1, Cargate, Aldershot	Girls	Ia., Ib., II., III. and IV.
		Boys	Ia. and Ib.
MISS ARNSTEIN and MISS VON HENNIG	Pennthorpe, Chislehurst	Girls	II. and III.
MISS AMBLER	Risca, Reigate	Girls	Ia., Ib., II., III. and IV.
MISS BECK	Fridhem, Heacham, King's Lynn	Girls	Ib., II. and III.
MISS BERNAU	Parents' Review School, Ambleside, Woodville Road, Blackheath, S.E.	Girls and small boys	I., II. and III.
W. A. BIDDLE, ESQ.	43, Rosary Gardens, S.W.	Boys	Ia. and Ib.
MISS ROWLAND BROWN	St. Helens, Northwood	Girls	I., II. and III.
REV. REG. BULL	St. Andrew's, Southboro', Tunbridge Wells	Boys	II.
THE MISSES BURFIELD	80, Warwick Park, Tunbridge Wells	Girls	II. and III.

* The Committee take no responsibility with regard to these schools except as far as the above statement goes; due inquiries should be made by parents. Prospectuses can be had on application to the Office.

Principal.	School.	Girls or Boys.	Classes Working in P.R.S.
THE MISSES BURMAN	6, Tedworth Gardens, Chelsea	Boys	Ia. and II.
MISS DOUGLAS	133, Queen's Gate, W.	Girls	Ia., Ib., II.
MISS V. EDGELL	Roseland, Storrington, Sussex	Girls and small boys	Ib. and II. Ia., Ib., II.
THE MISSES EDKINS	Grange School, 21, Grange Park, Ealing		
MRS. ELLIS	St. Leonard's, Ashley Road, Epsom	Girls & boys	Ia. and Ib.
MISS EVANS	Romanoff, Surbiton	Girls	I, II. and III.
MISS LAURA FAUNCE and MISS MARJORIE EVANS	13, Chilworth Street, Westbourne Terrace, Hyde Park, W.	Girls and small boys	Ia., Ib., II., III. & IV.
MISS FRASER and MISS GARDNER	Lyddon Villa School, Leeds	Girls and boys	Ia., Ib., II.
MISS GAYFORD	St. Cuthbert's, Twickenham	Girls and small boys	Ia. and II.
C. H. GIBBS, Esq.	37, Sloane Street, London, S.W.	Boys	Ib. II. & III. (preparatory)
MISS GOODE	The Parents' Union School, Constitutional Club, Burgess Hill	Girls and Boys	Ia., Ib. and II.
REV. CECIL GRANT	St. George's, Harpenden	Boys & girls	Ib. and II.
MISS FIELD HALL	High Cliff School, Scarborough	Girls	Ib., II. & III.
M. J. HONNYWELL, Esq.	Hurstleigh, Tunbridge Wells	Boys	II. and III.
MISS d'ESTERRE HUGHES	Broomfield House, Kew	Girls & boys	Ib. and II.
MISS JOHNSON	St. Hilary's, Bexhill	Girls	II. and III.
MISS HEATH JONES and MISS BERVON	St. Monica's, Kingswood, Epsom	Girls	Ib. and III.
MR. and MRS. HICKSON	Oldfeld, and Hestercombe, Swanage, Dorset	Boys (preparatory)	
MRS. KENDALL	2, German's Place, Blackheath	Girls	I., II., III. & IV.
MISS LEVICK	Edgehill, Wadhurst, Sussex	Girls	I., II. and III.
MISS NESBIT	St. Hilda's Prep. School, Purley	Girls Ia., Ib., II. & III.	
MISS RAMSEY	Friern Manor, Honor Oak, S.E.	Girls and boys	Ia., Ib. & II.
EDWARD SHEPHERD, Esq.	St. Laurence, Bexhill-on-Sea	Girls	I. and II.
MISS SIMONS	17, Philbeach Gardens, South Kensington	Boys and girls	I., II. & III.
MISS SKEAT and MISS AULD	Baliol School for Girls, Sedbergh, Yorks	Girls	Ia., Ib. and II.
MISS SWAIN	Firth Park School, Sheffield	Girls	Ia., Ib., II. & III.
H. G. UNDERHILL, Esq.	Wootton Court, Wootton, near Canterbury	Boys (preparatory)	Ia., Ib., II. and III.
MISS WILSON	Calder House, Seascale	Girls	Ib. and II.

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BOOKS.

The Revolt in Hindustan (1857-59), by Sir Evelyn Wood, F.M., V.C. (Methuen, 6/-). It is particularly well that we should just now have Sir Evelyn Wood's faithful history of the harrowing events which took place from 1857-59. Only old people remember the deep national distress of those days, and it is surely well that we should be reminded to walk softly and wisely in our dealings in that most uneasy problem—the government of India. It is well we should know that the light speech of a travelling Englishman may act like a lighted match dropped into a powder magazine, and that the omniscient utterances of the less responsible newspapers may lead to grave disasters at a period when there is nothing printed in England which may not readily find its way to India. There is nothing new left to be told; we know the tragical history; we know of the splendid heroism of Lieutenant Wiloughby, of General Cotton, of Mackenzie, Moore, Nicholson, Outram, the two Lawrences, in fact of the whole roll of heroes whose names were at one time as household words. We know of the splendid behaviour of the Sepoys (by the way, we are taught to spell the word *Siphaïs*), of the Fighting Gurkhas, of the steadfast loyalty of Maharajah Sindhai,—we know something of the story of those crowded and dreadful months, but it is well to be reminded by a soldier who is able to appreciate the tactics alike of the enemy and of the English, and who writes always in a singularly generous and temperate spirit. The book consists of articles published in *The Times* of 1907, and greatly appreciated by those able to speak with authority; the accuracy and completeness of the work were specially commended, but the difficulty of getting an exhaustive account of so many incidents into so limited a space is rather against the author. There are several useful maps and interesting portraits. That of Lord Lawrence is especially fine.

Mr. Crewe's Career, by Winston Churchill (Macmillan, 6/-). Mr. Winston Churchill's dedication indicates the *motif* of his new book: "To the men who in every state of the Union are engaged in the struggle for purer politics this book is dedicated." We are let into the unworthy secrets of American politics, but not ungently. The time has come for a certain State to elect a governor, and 500 senators make a goodly show of fair play and probity. But it transpires that that particular State (one of many in like condition) is practically governed by the Corporation of the North Eastern Railway. The methods employed are delightfully simple; no appalling wickedness is brought home to anybody; the railway company conveys railway passes for a year to this and that citizen with the implied understanding that he shall vote as directed. Political support secured, all the profits of the railway go as dividend to the stock holders; and there is a long tale of lives sacrificed because proper accommodation has not been provided nor proper repairs made. The book is, as an American would say, an "eye-opener," and a very serious lesson to ourselves in these days when so much power is in the hands of municipal bodies. The temptation to jobbery in every direction is great, and it is well we should envisage the subversion of government brought about by harmless-seeming compliments in the way of free passes. We have heard often enough of the corruption of American Trusts, but we owe it to Mr. Churchill that we understand with how little consciousness of

offence a prosperous Trust may make shipwreck of the Government of a country and of the moral status of its people. "Mr. Crewe" is rather a lay figure, who unconsciously employs corrupt practices while running Federation as a reformer. His obtuseness and self-complacency make him an amusing study. There is, of course, a love interest, not too much to the fore, and Austen Vane and Victoria Flint are quite heroic personages and very charming. But the skill of the narrator is shown in the masterly way in which he gives a dramatic interest to a question of national probity.

Outposts of Empire, by John Lang (Jack, 6/-). Mr. John Lang tells us that he has not attempted to write a history of the places touched upon, but rather "to extract from their history a portion of the romance with which each is saturated." Gibraltar affords seven chapters, Malta one, the West Indies and the Spanish Main about a dozen. Rodney, Raleigh, Darien and Admiral Benbow are among the truly romantic personages. We are glad to see *Peter Simple's* Captain Savage introduced, certainly Marryat knew how to describe the romance of the sea. The taking of Gibraltar from the Moors makes a brilliant chapter; so, too, do the sieges of 1724 and 1727, and the great siege of 1780 is an epic which Mr. Lang has known how to treat. The coloured pictures are really fine, and the ballads and ditties which the author introduces, with great effect, are very soul-stirring. This is how Mr. John Lang closes:—"To the stay-at-home politician, to the man of narrow sympathies, buttressed by England's white cliffs, screened from hostile raid by a magnificent and all-powerful navy, the task is not hard to find words in which to sneer at the sentiment of 'Empire.' It is when the far places of the earth, the remote outposts of Empire, have lost their strangeness, that one begins to learn the meaning of the sentiment, to realize the depth of devotion in the breasts of the out-post holders, and to understand the minds of those who look the world in the face, and with steadfast hearts still believe in 'our country, right or wrong.'"

Prayer and the Lord's Prayer, by Charles Gore, D.D. (Gardner, Darton, 6d.). The Bishop of Birmingham has conferred a gift on the church in a form available for all. Clear type, good paper, most lucid statement and most convincing argument should make this little book about prayer a bulwark of Christian truth. "He that will make progress," says Bacon, "must enter the kingdom of nature a little child." And Bishop Gore uses Bacon's teaching in regard to the knowledge of nature as a suggestive analogy for our Lord's teaching in regard to the exercise of prayer:—"Prayer, before Christ, had expressed the indomitable human instinct which drove men to seek relations with God. But it was ignorant asking. Christ, by His teaching and by His atonement, first put the instinct into perfect relation with its object; into perfect relation both of knowledge and of power. He taught men the character of God the Father. He taught them about human nature, its capacity and destiny, the meaning of sin and the remedies for it, the true use of physical pain, the fruitfulness of sacrifice. He assured men of the final victory of the Divine Kingdom, and pointed to the church as the society which is to represent that Kingdom in this world, and to prepare the way for the Kingdom which is to come." This is a book for everyone to read and to give away.

The Little Duke, The Prince and the Page, and The Lances and Lynwood, by Charlotte Yonge (Macmillan, 1/- each). These three delightful stories of the Tenth Century, of the First Crusade and of Edward III. and Bertrand du Guesclin are old favourites, beloved by children of a former generation and

waiting to make their appeal to those of to-day. Miss Yonge had the rare quality of historic imagination. She was not content to garner her facts carefully, use her authorities judiciously and give us in the end mere compilations, but the personages she wrote of were projected as it were upon her own mind. She knew them intimately and tells of them with delightful freedom and faithfulness. We think few writers have done more to induce delight in history than the author of the *Heir of Redcliffe*. Messrs. Macmillan have done good service in giving us this seemly shilling edition with its open page, excellent paper and really beautiful type.

THE "P.R." LETTER BAG.

[The Editor is not responsible for the opinions of Correspondents].

INTERNATIONAL MORAL EDUCATION CONGRESS.

To the Editor of the "Parents' Review."

SIR—We are requested by the executive committee of the International Moral Education Congress to call the attention of your readers to the First International Moral Education Congress, which will be held in the University of London from the 25th to the 29th of September next, and for which active preparations have been for some time in progress.

The general committee of the Congress, under the presidency of M. Léon Bourgeois, late Premier of France, is constituted of over 300 persons, representative of the educational thought of our time in the leading countries of the civilized world, more especially Austria, Belgium, France, Germany, Hungary, Italy, Japan, Scandinavia, Switzerland, and the United States of America. There are in no less than sixteen countries secretaries of considerable educational standing actively engaged in securing an adequate representation of their several countries at the Congress. The executive committee, of which the chairman and vice-chairman are respectively Mrs. Sophie Bryant and Professor J. W. Adamson, is composed of practical educationists representing the widest varieties of thought on educational matters. Finally, the Congress has the great distinction of having received the good wishes of His Majesty the King, and of being under the patronage of the Ministers of Education for England, France, Italy, Spain, Belgium and other countries.

The Congress has an essentially practical object in view—that of improving the moral education offered in schools. To attain this object the organizers have appealed for support to educationists and to educational officials the world over. Almost all the educational leaders of Europe, without distinction of religion or party, and a large number of the highest educational officials in many countries, have responded to this appeal, and have welcomed the holding of the Congress. The accession of these administrators is of special importance, since only the co-operation of Governments can ensure the realization of the suggestion which may be expected from the conference.

This is the first of a proposed series of international congresses dealing with the problems of moral education. Accordingly, this Congress restricts itself in the main to a general survey of school problems from a moral point of view. Matters of school organization, of methods of training and teaching, of discipline, of direct and indirect moral instruction, of the relation of moral

education to religious, intellectual, æsthetic, and physical education will be discussed; and everything is being done to get the ablest specialists to read papers, most of which will afterwards appear in the report, and should supply invaluable data for the furtherance of moral education all over the world.

It devolves upon our country to undertake the main organization of this Congress, and to be responsible for the greater part of the expenditure requisite for its success. We would, accordingly, appeal, Sir, with your permission, for the most generous encouragement your readers can bestow. On the extent of the financial support will partly depend how far the large intentions of the promoters of the Congress can be realized, and it is, therefore, hoped that adequate responses may be forthcoming.

Donations, which are urgently needed, may be sent to Messrs. Roberts, Lubbock & Co., 15, Lombard Street, E.C.; to the Hon. Treasurer, Lord Avebury; or to the General Secretary, Gustav Spiller, 13, Buckingham Street, Strand. Further information about the Congress will be gladly supplied by the General Secretary.

We are, Sir, your obedient servants,

AVEBURY, *Hon. Treasurer.*

VICE-PRESIDENTS.

The Right Hon. Arthur Herbert Dyke Acland, P.C.

Sir, William R. Anson, Bart., Warden of All Souls' College, Oxford.

Sir Edward H. Busk, Chairman of Convocation and Past Vice-Chancellor of the University of London.

Sir William J. Collins, Vice-Chancellor of the University of London.

Sir James Donaldson, Principal of the University of St. Andrews.

Lord E. G. Fitzmaurice, Under-Secretary of State.

Dr. John Marshall Lang, Vice-Chancellor and Principal of Aberdeen University.

Sir Oliver Lodge, Principal of the University of Birmingham.

Sir Philip Magnus, M.P. for the University of London.

Dr. T. F. Roberts, Vice-Chancellor of the University of Wales.

Prof. Dr. Michael E. Sadler.

Dr. Anthony Traill, Provost of Trinity College, Dublin.

13, Buckingham Street, W.C.

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P.N.E.U. NOTES.

Edited by Mrs. Harold Lock, Sec., 26, Victoria Street, S.W.
Tel. 479 Victoria.

To whom all Hon. Local Secs. are requested to send reports of all matters of interest connected with their branches, also 6 copies of any prospectuses or others papers they may print. Secretaries are asked to send a short report of each lecture given to the Branch. The report to be written on one side of the paper only, and not to exceed 200 words.

NORTHWOOD AND DISTRICT.—A meeting of the Parents' Union took place on April 30th, at "The College," Northwood, when Mrs. Ray Marshall gave a lecture entitled "Music without Tears." Mrs. Glover took the chair. Mrs. Marshall opened by saying that it was most important for children to hear good music from the first, and that it was a good plan for them to help in the performance of some classic by playing some notes in it, so that they feel they are taking part. Love for great composers should be encouraged, and this is helped by relating anecdotes about the music and the composer. Scales and exercises can be made attractive by appealing to the imagination: naming each finger after a member of the family. Touch is not always considered enough, but it is most important, as once established it is difficult to alter. One suggestion as to teaching the value of notes was to describe the black notes—which go faster than white—as wearing dark pinafores, while the white have clean frocks on. Do not separate the staves, teach the lines and spaces up the great staff. Orchestral concerts are invaluable if the music can be played and explained beforehand.

REIGATE, REDHILL AND DISTRICT.—A meeting was held on May 15th at the Reigate Grammar School. The Headmaster, Mr. Ragg, one of the vice-presidents of the Branch, occupied the chair, and, in spite of the tempestuous weather, there was a large attendance. The Chairman, in introducing the lecturer of the day, Mr. John Russell, spoke of him as one who had devoted himself to the practical demonstration of the advantages of the system of co-education; having conducted a school for seven years, in which the principles of joint education of the sexes had been carried out. In an address lasting nearly an hour, Mr. Russell gave a most interesting account of the system of co-education. He described lucidly, and in an extremely interesting fashion, the theoretical grounds upon which the system was based; and gave an account of the methods which had been followed in the United States and in this country in putting the theories into operation. He then stated the case of the opponents of the system, and answered the objections which on hypothetical or practical grounds had been brought forward against it. An interesting discussion, in which Mr. Rundall, Mrs. Latham, Mr. Sewill and Dr. Curtis took part, brought the meeting to a close, after a hearty vote of thanks had been accorded the lecturer.—A meeting of the branch was held on June 11th, when Mr. de Burgh read a paper on "The Idea of a Liberal Education."

P.N.E.U. Translation Society.—Subject for August: *Bérénice Recine.*

P.N.E.U. Literary Society.—Subject for August: *L'Amie Inconnue.* (Miss Edgworth).

C. AGNES ROOPER, *Hon. Sec.,*

Pen Selwood, Gervis Road, Bournemouth.

From whom all particulars may be obtained.

BOOKS.

From Messrs. Jack. *THE CHILDREN'S HEROES*, 1/6 each. *The Story of Napoleon*, by H. E. Marshall. Mrs. Marshall treats her subject in the right key. She says: "When we meet with such an one, and ask ourselves if he be great or little, good or bad, we must, if we be honest, say 'I know not, for I cannot understand.'" No, we do not understand the great Napoleon. He always surprises and rarely satisfies us. We have a key to him, perhaps, in a little sentence quoted by the author: "A few more events like this campaign and I shall perhaps go down to posterity." He appears never to have got out of himself; Napoleon was the mainspring of all his magnificent achievements. We need not say that Mrs. Marshall knows how to tell a tale or rather how to project, as it were, the heroic tales of which history is made up. No child who has read this little book will forget the retreat from Moscow. And though the author abstains from judging, whether by way of praise or blame, the children will fulfil that office for themselves. We must say a word in praise of Mr. Allan Stewart's capital pictures.

The Story of Oliver Cromwell, by H. E. Marshall. Here again the children are allowed to perceive the "house of clay," and yet they will know that Oliver Cromwell was a great man, one of our greatest. "He will be looked upon by those who come after us as a brave bad man," said one who lived in those days: "God had made him a heart wherein was left little room for fear, yet did he exceed in tenderness towards sufferers. A larger soul I think hath seldom dwelt in house of clay than his was," said another. And upon these two texts the admirably told story turns. The funeral of King Charles is an impressive picture (Allan Stewart).

Stories from Greek History, by Ethelwyn Lemon (1/6). These stories are well told, and the pictures as "Demosthenes in Exile," and "Alexander and Diogenes," are instructive and impressive. But we doubt if there is room for this little book. Children of ten read or rather listen to *Plutarch's Lives* with great delight, and there is no reason why they should know about Solon, Themistocles, and the rest, before that age.

Stories of Three Saints (1/6). The three saints are St. Francis, St. Columba, and St. Cuthbert. The stories are exceedingly appealing, and Miss Macgregor tells them with simplicity and reticence; but it is Mrs. Traquair's exquisite pictures, eight of them, which should make this little book a singular treasure.

The Farm shown to the Children (2/6). The writers of this little book have a just appreciation of children. Of course every natural child wants to know how a horse is groomed, the parts of cart-harness, that you should "always speak to a horse before you touch it." They will like to know about shorthorns, feeding sheep on turnips, various breeds of poultry, mangold wurzel, white or Dutch clover, and so on. This is the sort of information every child will like to possess.

Stories of Roland, by H. E. Marshall (1/6). Mrs. Marshall has hit upon a right heroic theme, one to go straight to the heart of every noble child. She tells the tale very simply but with a proper thrill; and when the end comes every little "Tommy" is determined that he too will go and be a hero. The author has a fair field, for Ariosto is not the native inheritance of English children.

Undine (1/6). Miss Macgregor gives us a very pretty preface, and Miss Cameron's pictures are suggestive. But De la Motte Fouqué's exquisite prose poem deserves a telling as close to his own as another language can afford.

Simple Susan, Told to the Children (1/6). "Louey Chisholm" has told the story well, but we do not agree with her that there is a single difficulty in Miss Edgeworth's tale for a child of average intelligence. However well it be done, we must deprecate the habit of watering down classics for the use of children.

THE "P.R." LETTER BAG.

[The Editor is not responsible for the opinions of Correspondents].

DEAR MADAM,—May I request the favour of a little space to draw attention to the work of Mr. W. H. Prosser, who has opened a small school in Snettisham Grange, Norfolk. I have satisfied myself from personal acquaintance with Mr. Prosser, and knowledge of his antecedents, that in regard to the particular work that he has undertaken, namely, the charge of delicate or backward boys, he possesses singular qualifications, and I feel sure that if his work were better known many parents would be glad to take advantage of the training which he offers.

Eton College, Windsor,
July 1st, 1908.

Yours faithfully,
E. LYTTELTON.

"A FRENCH FORTNIGHT."

Séjours en France d'écoliers et d'écolières pour l'étude directe et méthodique de la langue.

Ar ses séjours de vacances pour les étudiants et les "teachers" la Maison Universitaire de St. Valéry-s-Somme adjoint cette année une organisation destinée à procurer les mêmes avantages aux écoliers et écolières pour l'étude de la langue française.

Par petits groupes de 6 à 14 élèves, jeunes garçons ou jeunes filles sont reçus pour quinze jours, ou davantage.

Pendant cette "French Fortnight," ils apprennent avec sûreté, rapidité et agrément un vocabulaire étendu, immédiatement mis en usage. En effet, la leçon se donne en présence des choses mêmes—et elle constitue un fécond exercice d'observation sur le petit coin de la Terre de France où l'on se trouve—; le mot se grave dans l'esprit grâce aux impressions vives suscitées par la vue d'objets nouveaux; souvent répété dans les explications, il est spontanément employé sur l'heure par les élèves pour poser les questions que suggère la curiosité éveillée. C'est la langue bien vivante qui frappe les sens et pénètre.

La journée commence par le déjeuner en commun et une brève lecture faite par la mère de famille: quelque belle pensée, deux ou trois vers faciles

Principal.	School.	Girls or Boys.	Classes Working in P.R.S.
M. J. HONNYWELL, Esq.	Hurstleigh, Tunbridge Wells	Boys	II. and III.
Miss d'ESTERRE HUGHES	Broomfield House, Kew	Girls & boys	Ib. and II.
Miss JOHNSON	St. Hilary's, Bexhill	Girls	II. and III.
Miss HEATH JONES and Miss BERVON	St. Monica's, Kingswood, Epsom	Girls	Ib. and III.
Mr. and Mrs. HICKSON	Oldfeld, and Hestercombe, Swanage, Dorset	Boys (preparatory)	I., II., III. & IV.
Mrs. KENDALL	2, German's Place, Blackheath	Girls	I., II. and III.
Miss LEVICK	Edgehill, Wadhurst, Sussex	Girls Ia., Ib., II. & III.	
Miss NESBIT	St. Hilda's Prep. School, Purley	Girls and boys	Ia., Ib. & II.
W. H. PROSSER, Esq.	Snettisham Grange, Norfolk	Boys.	
Miss RAMSEY	Friern Manor, Honor Oak, S.E.	Girls	I. and II.
EDWARD SHEPHERD, Esq.	St. Laurence, Bexhill-on-Sea		I. and II.
Miss SIMONS	17, Philbeach Gardens, South Kensington	Girls and small boys	I., II. and III.
Miss SKEAT and Miss AULD	Baliol School for Girls, Sedbergh, Yorks	Girls	Ia., Ib. and II.
Miss SWAIN	Firth Park School, Sheffield	Girls	Ia., Ib., II. & III.
H. G. UNDERHILL, Esq.	Wootton Court, Wootton, near Canterbury	Boys (preparatory)	Ia., Ib., II. and III.
Miss WILSON	Calder House, Seascale	Girls	Ib. and II.

P.N.E.U. Translation Society.—Subject for September: From Schiller's Poems.

P.N.E.U. Literary Society.—Subject for September: Johnson's *Rasselas*.

C. AGNES ROOPER, Hon. Sec.,

Pen Selwood, Gervis Road, Bournemouth.

From whom all particulars may be obtained.

BOOKS.

How to read English Literature. Complete School Edition (Routledge). We are not sure that it is well to put any key to English literature into the hands of a young student. As a matter of fact, girls and boys commonly get more out of a book than do their elders and betters; but if they are to have a key, by all means let it be one so genial and sympathetic as Mr. Laurie's. It is good of him to share his delight in books in this hearty and spontaneous way. We get such chapters as, *Chaucer's England and England's Chaucer*; *Cynthia and her Shepherds*; *The Progress of Prose*; *On Country Roads*. One delightful thing about the book is a certain freshness of mind brought to the consideration of each author. Take this, for example, of Gray and Collins: "We remark in both alike the radiant freshness of their writing."

The Cure of "Bad Throats" by Good Breathing: a plea for Nature in Therapeutics, delivered as a lecture to the Surgery Class in Edinburgh University, by Eric Robertson (Simpkin & Marshall, 2/-). The subject of good breathing, that is to say Voice Production, is so much before the public that its claims need hardly be enforced. But two things are to be said for Mr. Robertson's treatment. First, he was himself a victim of clergyman's sore throat and discovered how to treat and cure himself by what he terms rhythmical breathing. And, curiously, after practising and teaching for some years on the method he perfected, he picked up a pamphlet on Yogi breathing, which assured him that he was on right lines, "for the Yogis of India know a great deal more about breathing than any Occidentals do." We cordially recommend Mr. Robertson's treatise to all who are called upon to give special exercise to lungs and throat.

Medieval History, by M. A. Howard, B.A. (Horace Marshall & Son, 2/6). This is another attempt to teach the outlines of general history, but the author has happily confined himself to Medieval history. Many of the quotations from other books are telling, and the whole treatment of the subject is intelligent.

THE "P.R." LETTER BAG.

[The Editor is not responsible for the opinions of Correspondents].

MORAL EDUCATION CONGRESS.

To the Editor of "The Parents' Review."

SIR,—We beg leave to draw the attention of your readers to the First International Moral Education Congress, to be held at the University of London, Imperial Institute Road, South Kensington, on September 25th—29th.

The Congress is honoured by the good wishes of His Majesty the King. It meets under the patronage of twelve Ministers of Education, including England, the United States, France, Italy, Russia, Belgium, Spain and Japan. It has also for its patrons fifteen heads of Colonial Education Departments; delegates are being sent by many Universities, by all the leading Educational Associations, and by a number of Education Authorities; and, finally, the list of Vice-Presidents and of the General Committee includes very many of the leading educationists of Europe.

Of those who are contributing papers, we may mention—England: Professors Adams, Lloyd Morgan, Mackenzie and Muirhead; America: Professors Adler and Peabody; Italy: Cesare Lombroso; France: Professors Buisson, Boutroux and Seailles; Germany: Professors Munch, Foerster and Tonnies; Russia: M. and Mme. Kovalevsky; Hungary: Professors Kármán and Schneller. The whole field of moral education in schools will be covered.

The following is the general programme:—

I.—THE PRINCIPLES OF MORAL EDUCATION.

Chairman: The President.

II.—AIMS, MEANS, AND LIMITATIONS OF THE VARYING TYPES OF SCHOOLS.

Chairman: The Right Hon. Lord Avebury, F.R.S.

III.—CHARACTER-BUILDING BY DISCIPLINE, INFLUENCE, AND OPPORTUNITY.

Chairman: M. le Baron d'Estournelles de Constant (Senator).

IV.—THE PROBLEMS OF MORAL INSTRUCTION.

Chairman: Prof. Dr. Friedrich Jodl (University of Vienna).

V.—(a) RELATION OF RELIGIOUS EDUCATION TO MORAL EDUCATION.

Chairman: Rev. Dr. Gow (Westminster School).

(b) SPECIAL PROBLEMS—Chairman: Regierungsrat Dr. Gobat (Berne).

BOOKS.

The Proverbs of Alfred (Skeat, Clarendon Press). The author's chief object "is to give for the first time, a correct text of the more important and longer text contained in the Trinity College MSS." We wish Mr. Skeat had vouchsafed a translation into modern English.

BLACKIE'S ENGLISH SCHOOL TEXTS (6d. each). Charles Dickens, *The Chimes*. Macaulay's *Essay on Clive*. Froissart, *Crecy and Poitiers*. Chas. Kingsley's *Water Babies*. Capt. Cook's *Second Voyage*. Good wine needs no bush, and Dr. Rouse knows better than to water-down his texts. Occasionally he may omit or select, but he avoids even these trespasses as much as possible.

The Bible for the Young. Prophets and Kings, by Rev. J. Paterson Smyth, LL.D. (Sampson Low, 1/6). "All your teaching is useless, unless it have this object: to move the heart, to rouse the affection towards the love of God, and the will toward the effort after the blessed life." Dr. Paterson Smyth amply fulfils his own aim. These are most delightful and instructive studies of Saul and David, and Solomon, of the kings, of the great prophets, of Isaiah and Jeremiah, in fact, of the whole history from the anointing of Saul to the close of Old Testament story. This is a book which is quite indispensable if we wish to give children a living and compelling knowledge of the Bible story. Many of the episodes are narrated in beautiful and poetic language.

Education in Hungary. This work we learn has been published by order of His Excellency Count Albert Apponyi, Minister of Public Instruction, and has been compiled by the most eminent authorities on the subject in Hungary. It is an unusually interesting and instructive publication. We have known for some time that education in Hungary was making immense strides, and an article on the subject by Dr. Shrubsole (published in *The Parents' Review*, for February, 1906) prepared us to understand the peculiar difficulties to be faced in a country of which the population consists of Germans, Hungarians, Slovacks, Croatians, Servians, Roumanians, Ruthemans. Of course, it would have been possible to meet such unusual difficulties by attempting a makeshift type of education; but Hungary decided that her case was to be met only by the most liberal education on the broadest lines, most generously and nobly supported. We cannot go into details but can only give one or two examples. Every public elementary school is provided with a considerable library. The teachers go through a four year's course of training, are very liberally paid, and entitled to pensions. Colleges of law, the National Academy of Music, theatres, museums, and many other organizations are provided for under the scheme of education. Matters of religion and education in Hungary belong to the province of the Ministry of Public Instruction. The subject of religion is as full of difficulties as with ourselves; in fact, the time table is more complicated on account of the various nationalities represented in each school. But in every class, two hours a week is given to religious instruction. Our space forbids a full examination of this important work, but Dr. Béla Erödi, Court Councillor and chief inspector of secondary schools at Buda Pest, who is presiding over the educational section of the Hungarian Exhibition at Earl's Court, begs us to say that the work can be obtained free on application at the educational section of the exhibition, or will be sent post free to applicants interested in the subject.

The Call of the Homeland. A collection of English verse selected and arranged by R. P. Scott, LL.D., and Katharine T. Wallas (Blackie & Sons). We congratulate the editors on the production of a quite delightful anthology on new lines, which yet appeal to everybody. The purpose of the book is, we are told, to focus and stimulate the emotions which centre round the love of our country, an idea which includes Echoes from History, Some Ideals of the 19th Century, Britain over Seas, the Sea, the Changing Years, English Country side, Home, Exile, Compatriots, the Call to Serve, the Call to Happiness. The generosity of living writers has enabled the editors to include many exquisite poems not usually to be found in anthologies. And the admirable taste and poetic feeling of the editors has guided them to right principles of inclusion and exclusion, so that there is hardly a page of the 400 which does not yield a treasure, and one, too, which is not staled by overmuch use. The section on "Our Compatriots" is an especially happy thought and affords poems on Darwin, Gladstone, Ruskin, and others of whom we are proud. This volume which is alive with 20th century feeling is likely to be beloved by the 20th century child.

(1) *Robin's Heritage*, by Amy Le Feuvre (Hodder & Stoughton, 2/-).

By H. Strang and R. Stead (Hodder & Stoughton, 1/-). (2) *With Marlborough to Malplaquet*; (3) *A Mariner of England*, in the reign of Queen Elizabeth; (4) *With the Black Prince*.

Books for Girls and Boys (Jack, 2/-). (5) *Waste Castle*, by W. M. Letts. (6) *In the Grip of the Hawk*, by Reginald Horsley; (7) *When Mother was in India*, by Ursula Temple; (8) *The Emperor's Medal*, by D. S. Batley (Stories for Children).

All these story books are excellent in motive, pleasant to read, the type is good, the pictures are interesting, and what more can anybody want? Just that vivifying indescribable touch which converts interesting printed matter into literature. We do not all perceive that literature is due to children, and are content that they should read to pass the time; but their appreciation of the literary touch is instant and keen. Try them with the *Pilgrim's Progress*, for instance, and let them repeat to you what you have read to them. What they say will be poetry. They have caught the spirit of Bunyan if not his words, and speak "literature" if they are too young to write it. Attempt the same experiment with either of these books, and the result will be poor stuff. (1) Miss Le Feuvre writes a touching and instructive little story of a little boy ripening for his heavenly heritage. (2) *With Marlborough* is a story of the reign of Queen Anne. But children do not care for this sort of thing: "Baffled in his great scheme, Marlborough set his hand to another important work." (3) *A Mariner of England* is a story of Drake and the Armada. Children will read this story with pleasure, but we wish the historical summary had been left out. (4) *With the Black Prince*. We think Mr. Strang has succeeded well in this story of the Black Prince which children will read with joy. How the publishers produce at the price such remarkable coloured pictures, type so good, to say nothing of the reading matter, is surely a marvel. (5) *In Waste Castle*. Miss Letts has written a book that children will read and like. But it isn't the way of schoolboys to say, "I know I'm a very poor sort of selfish spoiled fellow." (6) *In the Grip of the Hawk* is a well-told story of the Maori Wars. The story of the Greenstone Mere is poetically told. (7) *When Mother was in India*. Miss Temple knows how to write for children. They like all the little details which give them time to form a mental picture. The frontispiece is lovely. (8) *The Emperor's Medal*. King Archie was a little boy who reigned in fairy-land, and this is all about him.

Historical Chart, by Lady Louise Loder (West & Newnes, 54, Hatton Garden, 11/-, folded like a map, 3/6, unmounted for sticking on a small six-fold screen. We have all read with profound interest of Dr. Hutchinson's endeavours to popularize history in his museum, and give it a chronological backbone, by using his wall spaces for century charts, and illustrating each century by pictures and objects in cases. Now, Lady Louise Loder has done us an immense service by giving us the chart at any rate, lined off into centuries, from the 40th century B.C. to the end of the 19th century. Each century is headed by the name of the typical person of the age. Thus the 1st century B.C. falls under *Cæsar*. Britain, Egypt, Gaul, Greece, Jews, Rome, are the countries and nations of whose history we get particulars. Under Rome, we get not only wars and battles, but historians and poets, about thirty entries. Under Egypt, we get: Alexandrian war, battle of Actium, 31, Antonius defeated by Octavianus, deaths of Antonius and Cleopatra, 30, a Roman province. The most important events are printed in red. When we get to the 19th century, we get the history of the world in a *coup d'oeil*. It would be difficult to recall event or personage, who or which does not appear in the column assigned to Britain, for instance; Pusey, Keble, Canning, Peel, Chautrey, Kingsley, Lecky, Sikh wars '45-'48, war with China '39, in fact nothing seems to be left out. France and Germany are treated in almost as much detail; and some twenty states are treated in the three columns devoted to the 19th century. We congratulate the author very heartily on an invaluable piece of educational work. She has produced what we have all felt the want of, some sort of chart for easy reference, to order, as it were, our general reading. The idea of a six-fold screen on which to paste the chart is an admirable one, for then we can have it by us whatever room we happen to be in.

UNIVERSITY OF LONDON.

(University Extension Lectures).

SHORT COURSES OF LECTURES

ON

SOME PROBLEMS OF CHILDHOOD

WILL BE GIVEN BY

MISS ALICE RAVENHILL, F.R.San.Inst.,

At the Incorporated Froebel Institute, Talgarth Road, West Kensington,
On Thursdays, Oct. 8th, 15th, 22nd, 29th, & Nov. 5th, 1908, at 5.30 p.m.

And at the Francis Holland School for Girls, Graham Street, S.W.,
On Thursdays, Nov. 12th, 19th, 26th, & Dec. 3rd & 10th, 1908, at 5.15 p.m.

Tickets for each course 5/-; Teachers, 4/-; (Admission to single lectures, 1/6); may be obtained of Mrs. Fry, Aberdeen House, Hammersmith, Hon. Sec., for the lectures at West Kensington, and of Miss C. J. Schiff, 22, Lowndes Square, S.W., Hon. Sec. for the lectures at Graham Street.

In addition to the above a course of 25 lectures by Miss Ravenhill will be delivered at the Northern Polytechnic, Holloway, N., on Tuesdays, at 8 p.m., commencing Oct. 6th. Full particulars can be obtained from the Principal of the Polytechnic.

Leaf and Tendril, by John Burroughs (Constable, 4/6). A new book by John Burroughs comes with a whiff of the past, a sense of gratitude to the genial naturalist who introduced many of us to joy in living things. This is not strictly a naturalist's book, but rather the meditations of a man grown old in the study of Nature. He writes of, *The Art of seeing Things*, *a Breath of April*, *a Walk in the Fields*, *Human Traits in the Animals*, the *Divine Soil*, and much besides. He says we all have in varying degrees one of two ways of enjoying nature: contemplation and absorption on the one hand, investigation and classification on the other, and sometimes, in such a man as Tyndall, the two are combined. "But nothing can take the place of love. Love is the measure of life: only so far as we love do we really live. The variety of our interests, the width of our sympathies, the susceptibilities of our hearts—if these do not measure our lives, what does?" The last chapter, "All's right with the world," has a touch of the materialism of the man of science who knows no law but the sequence of cause and effect; but the whole book is full of the genial reflections of one who writes, "I am not a disappointed man."

Outlines of European History, by A. G. Grant, M.A., of King's College, Camb. (Longmans, Green & Co., 3/6). The writer asks in his preface, Is it possible to teach general European history as a school or college subject? His book, of course, offers an affirmative answer, an answer we should like to endorse. The history of England is the better learned if the contemporary European history is pretty fully studied at the same time. But we are not sure that Mr. Grant has accomplished the task he has set himself. This small volume consists of three parts: the Classical World, the Middle Ages, the Modern World. The sentences are quite easy to read, but easy, rather colloquial writing does not make up for extreme compression of matter, and we doubt if this careful volume is likely to give more than a very superficial knowledge of the subject it treats of.

The Little School Mothers, by L. M. Meade (Cassell & Co., 3/6). When Mrs. Meade writes of schoolgirls, she speaks of that she knows, and she has a mother's large and liberal way of understanding and of refraining. There is a good deal of psychological interest in the story, and of course it is well told.

P.N.E.U. NOTES.

*Edited by Mrs. Harold Lock, Sec., 26, Victoria Street, S.W.
Tel. 479 Victoria.*

To whom all Hon. Local Secs. are requested to send reports of all matters of interest connected with their branches, also 6 copies of any prospectuses or other papers they may print. Secretaries are asked to send a short report of each lecture given to the Branch. The report to be written on one side of the paper only, and not to exceed 200 words.

SOUTH AFRICA.

JOHANNESBURG (PARKTOWN).—On the evening of Tuesday, August 4th, at St. George's Hall, before a good audience, Dr. E. P. Baumann gave an address on "The diet of children of school-age." The following is an abstract of the report in the *Star*:—"In the course of his remarks, Dr. Baumann assumed that the child had weathered the storms of babyhood and arrived at the period of school life. He thought that no child should be subjected to anything in the way of lessons before it has reached the age of 8, though

P.N.E.U. Translation Society.—Subject for November: *Wohlthäter der Menschheit von Philipp.*

P.N.E.U. Literary Society.—Subject for November: *The House of Life* (D. G. Rosetti.)

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BOOKS.

The Saviour of the World, Vol. II. : *His Dominion*, by Charlotte M. Mason (Kegan Paul, 3/6). It is a curious and interesting fact that, in the sections of Gospel History taken up in the first two volumes of this work, the teaching and events appear to group themselves round two ideas without intention on the part of the author. That *The Incarnation* should be the central idea of the first volume, even to our Lord's revelation of Himself to the woman of Samaria with which that volume ends, is to be expected; but it was surprising to the author to find that the section more or less paraphrased in the second volume is concerned with the idea of the authority of our Lord. That was the aspect of our Lord's teaching and work which appears most to have impressed the Jews at this period of His life; from the time, that is, when the people of Capernaum recognised that He spake with authority, until at the close of the Sermon on the Mount, when the people again said that, "He taught them as one having authority."

"A power may be in the world a thousand years
And none discern it—know to give it name;
But he who finds that latent property,
And know's to name it, he hath served the world,
And thou, Capernaum, lifted up to heaven,
To thee 'twas given to discern that note
Unheard 'mongst men till Jesus came and spake!
In synagogue 'twas heard that Sabbath day
When Jesus straightway entered in and taught,
And, lo, thy folk, astonished, could tell why:
AUTHORITY, they said, was in their midst,—
The absolute 'I say,' I, who know all!
Not thus their scribes them taught: 'Moses hath said,'
'The Father,' or 'the Prophets'; never I.
Nor satrap, monarch, wise man of them all
Since time began had dared thus forth to stand
Absolute, and teach men the thing he knew
Untaught of any, fixed as firmament!"

Perhaps our own idea of Christianity would gain in fulness and repose if we realised more than we do the Authority of our Lord, that with Him lies the final word in all the contentions that perplex us, and that the ease and comfort of obedience comes with the due perception of authority. The writer ventures to hope that this careful and reverent interpretation of the teaching and life of our Lord during a definite period may be found "an aid to meditation in the closet and to teaching in the class." She hopes, too, that these little volumes may be of use as a family book to be read aloud on Sundays. The pictures would interest children. Possibly, the verse rendering (with necessary amplifications) of the Sermon on the Mount may bring its teaching home with fresh force to the reader.

A Daughter of France, by Constance Elizabeth Maud (Methuen, 6/-). Readers of *My French Friends* and *The Rising Generation* expect a good deal from a complete novel by Miss Maud, with that most promising title, *A Daughter of France*. They expect much, and they are not disappointed. The author's keen insight and delicate touch have not failed her. She catches, as few know how to catch, the naïveté and charm, the grace and gaiety, the strong underlying common-sense, and the perfectly unconventional and direct way of looking at things which characterise a French woman at her best. How exquisite this young Jeanne is, whom a rugged Scotchman finds in her Touraine home and woos and weds and carries off to the Highland castle where his austere mother reigns supreme, supported by her own daughters! We see the situation at once, but the working of it out is full of insight, and between the lines, full of instruction. We close the book believing that we, even we, have something to learn from the French character and even from French customs.

Johnson on Shakespeare, by Walter Raleigh Froude, 2/6 net.). Professor Raleigh's introduction is, as usual, interesting and illuminating. He has done well to give us Johnson's "Proposals for Printing the Dramatick Words of William Shakespeare," together with the wise man's notes on the several plays. The reader will acquiesce heartily in the conclusion of the editor:—"The reader who desires to have Johnson for himself for an hour, with no interpreter, cannot do better than turn to the notes on Shakespeare. They are written informally and fluently; they are packed full of observation and wisdom; and their only fault is that they are all too few."

The Psychology of Feeling and Attention, by Professor E. B. Titchener (Macmillan, 6/- net.). Professor Titchener claims that the "discovery of attention" is one of the accomplishments of scientific psychology. By discovery he means, not that the power of attention had not been recognized by former philosophers, but that the experimentalists recognize its separate status and fundamental importance, that is to say, attention as Wundt has described and illustrated it under the less familiar name of *apperception*. But we agree with the author that "the discovery was something like the discovery of a hornet's nest, the first touch brought out a whole swarm of insistent problems."

Pestalozzi: An Account of his Life and Work, by H. Holman (Longmans, 3/-). "In Pestalozzi there was as much of the woman as of the man," says Niederer, and perhaps that is why when other educators leave us cold the appeal of Pestalozzi is constant. The fact that he did not achieve is a recommendation, for education is an art and it is possible to systematize it to death, and so, notwithstanding his failure at Neuhof and his general inability to cope with details, he yet, as Mr. Holman says, revealed "some of the great truths and principles which must underlie" educational thought. Froebel, who spent more than a year with Pestalozzi at Yverdon, says of him: "That Pestalozzi was carried away and bewildered by this great intellectual machine of his appears from the fact that he never could give any definite account of his idea, his plan, his intention. He always said, 'go and see for yourself' (very good for him who knew *how* to look, *how* to hear, *how* to perceive); 'it works splendidly!'" Lavater wrote of him: "If I were a prince I would consult Pestalozzi in everything that concerns the people and the improvement of their condition, but I would never trust him with a farthing of money." And he himself speaks of the "administrative talents I so terribly lacked." Pestalozzi was the Goldsmith among educationalists, by no means practical, but entirely a poet; and we are too apt to overlook the necessity for the poetic